

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School:**     **Brockington Elementary School**

**District:** **Florence School District Four**

**Principal:**     **Mrs. Angela K. Jacobs**

**Superintendent:**     **Dr. Bertha W. McCants**

**FOCUSED SCHOOL RENEWAL PLAN (FSRP)**  
**2008–09 School Year of Implementation**

**RATIONALE**

**Demographic Information**

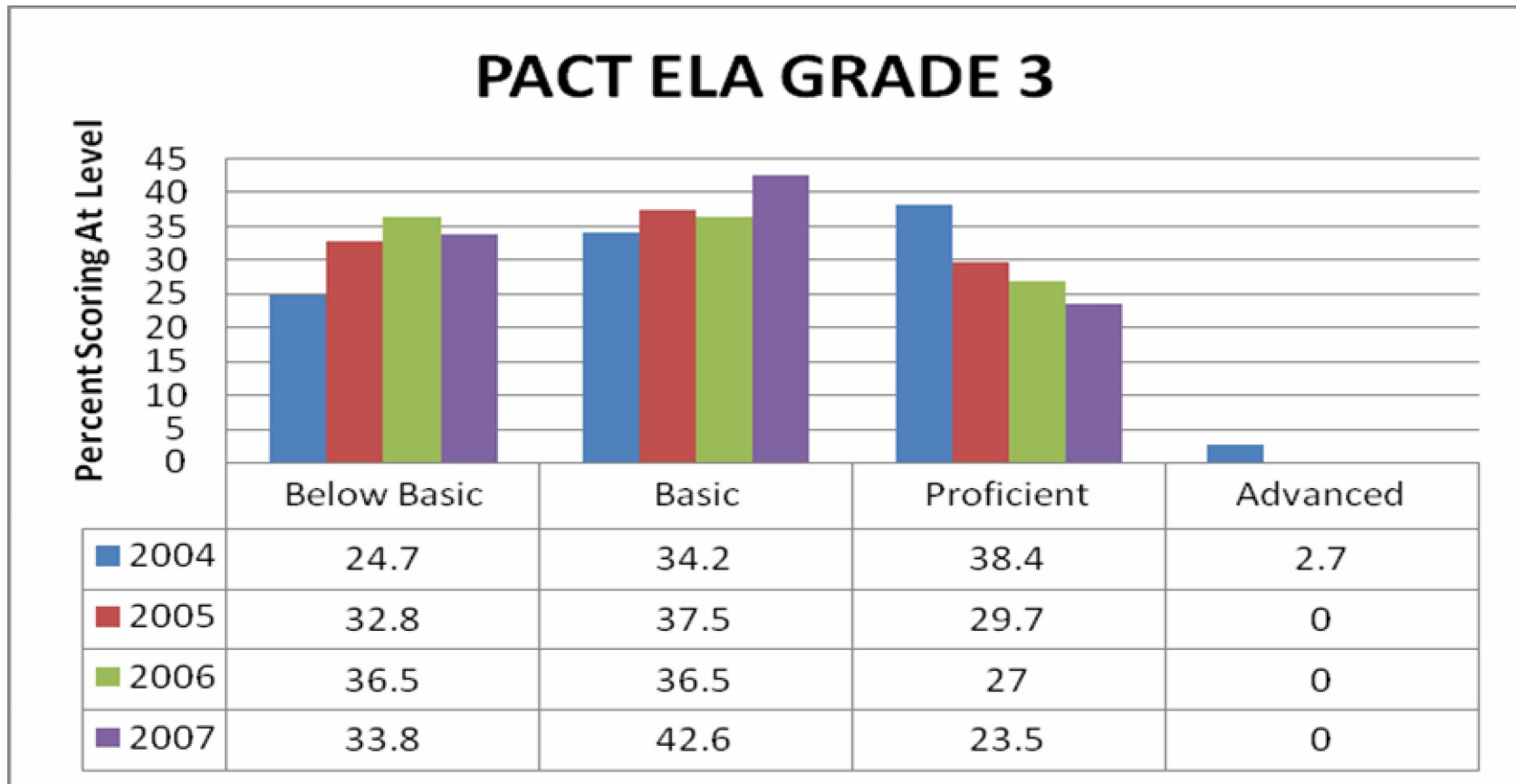
The mission of Brockington Elementary School in cooperation with home and community is to prepare confident and productive lifelong learners by providing innovative educational opportunities, support and respect. In an effort to be successful in achieving this mission, it is relevant that we look at where the school is in order to chart a course for the results we expect to accomplish for the 2008-2009 school year.

Brockington Elementary School is an elementary school located in the Rural Pee Dee region of Timmonsville, South Carolina. The school's population is 488 students in grades 3K-5. The student population is comprised of 420 African American students (232 males, 189 females) and 56 Caucasians (25 males, 31 females), with 12 Hispanic (8 males, 4 females). The student attendance rate for 2007 is 95.9%. The percentage of students older than usual is 4.1%. Our free/reduced lunch status is 85%.

Brockington Elementary School has a staff of 54. There are 42 certified teachers and 12 paraprofessionals. 11 employees are new to the district and 2 employees are 1st year teachers. There is a 2nd year principal at Brockington Elementary this year. In the past few years there has been a high turnover rate within the faculty, having 3 different principals for the past 3 years.

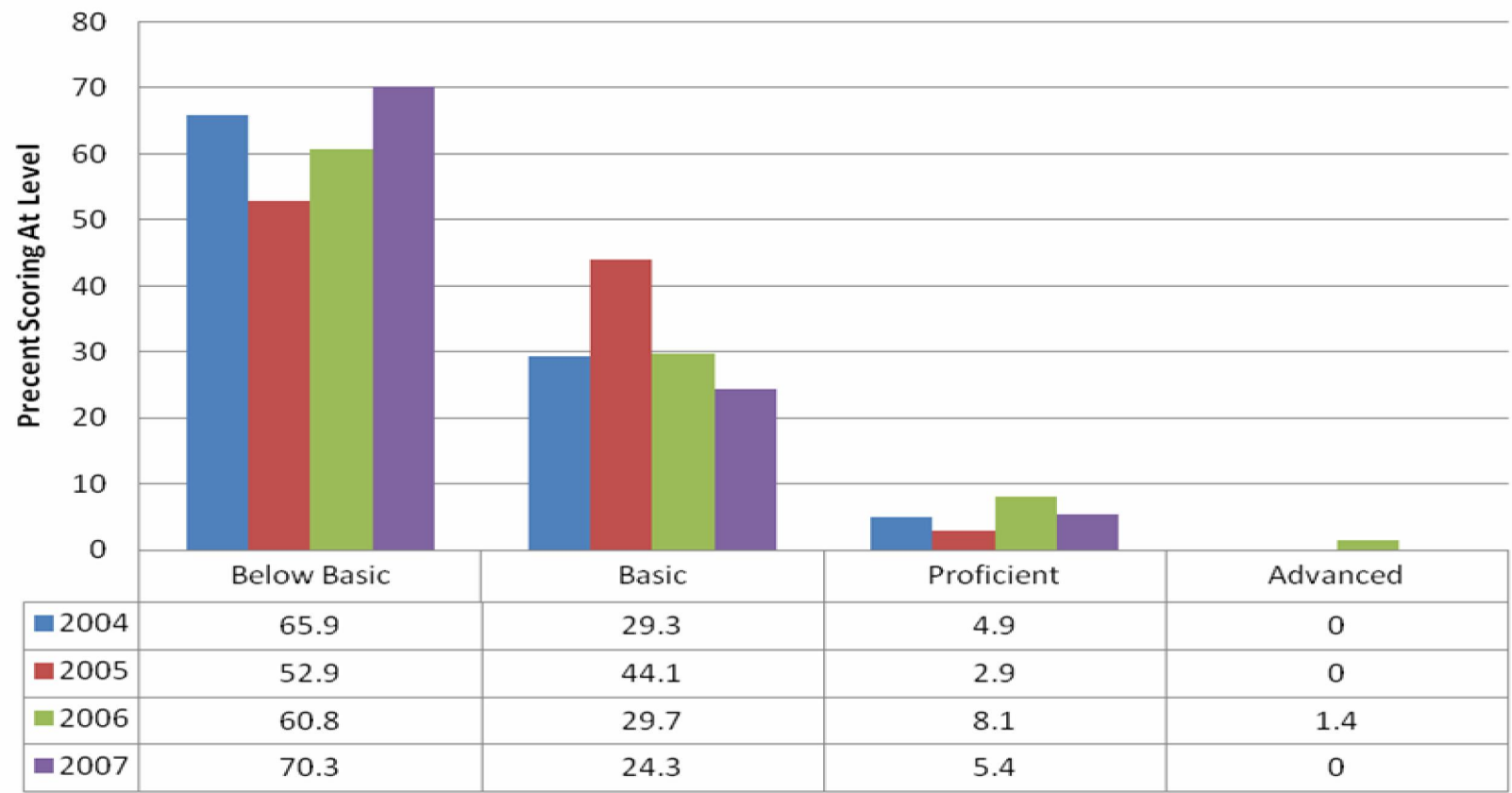
### Test Data - PACT

In the spring of 2007, grades 3-5 took the PACT. The data in the charts that follow indicate strengths in the content areas and areas that need to be improved.



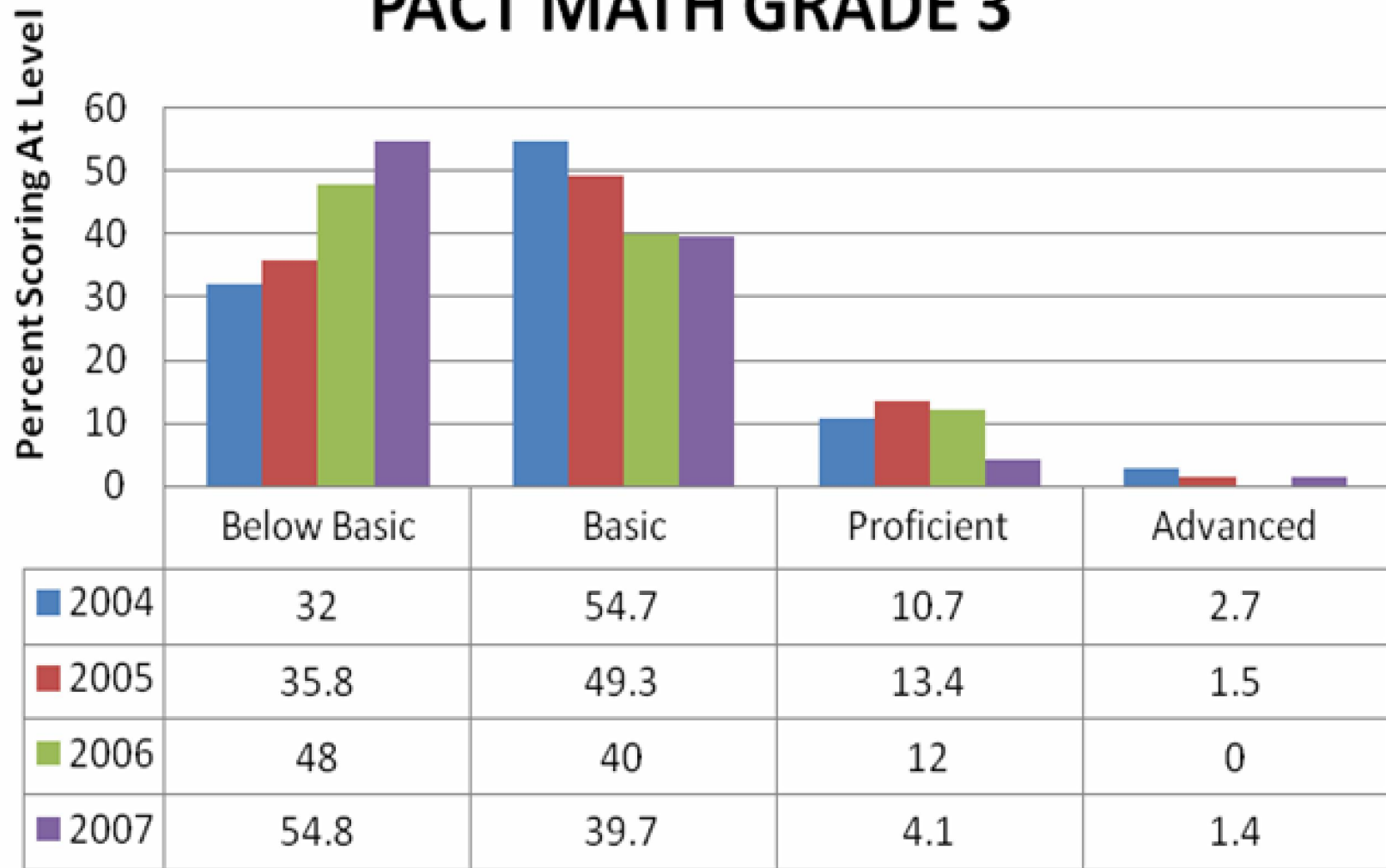
In Grade 3, ELA, the graph indicates that students scoring below basic on PACT reduced slightly from the 2006 school year as compared to 2007 data. The number of students scoring basic increased, however, the percentage is still far below average. There is a need to improve the number of students who score proficient and advanced.

## PACT SCIENCE GRADE 3

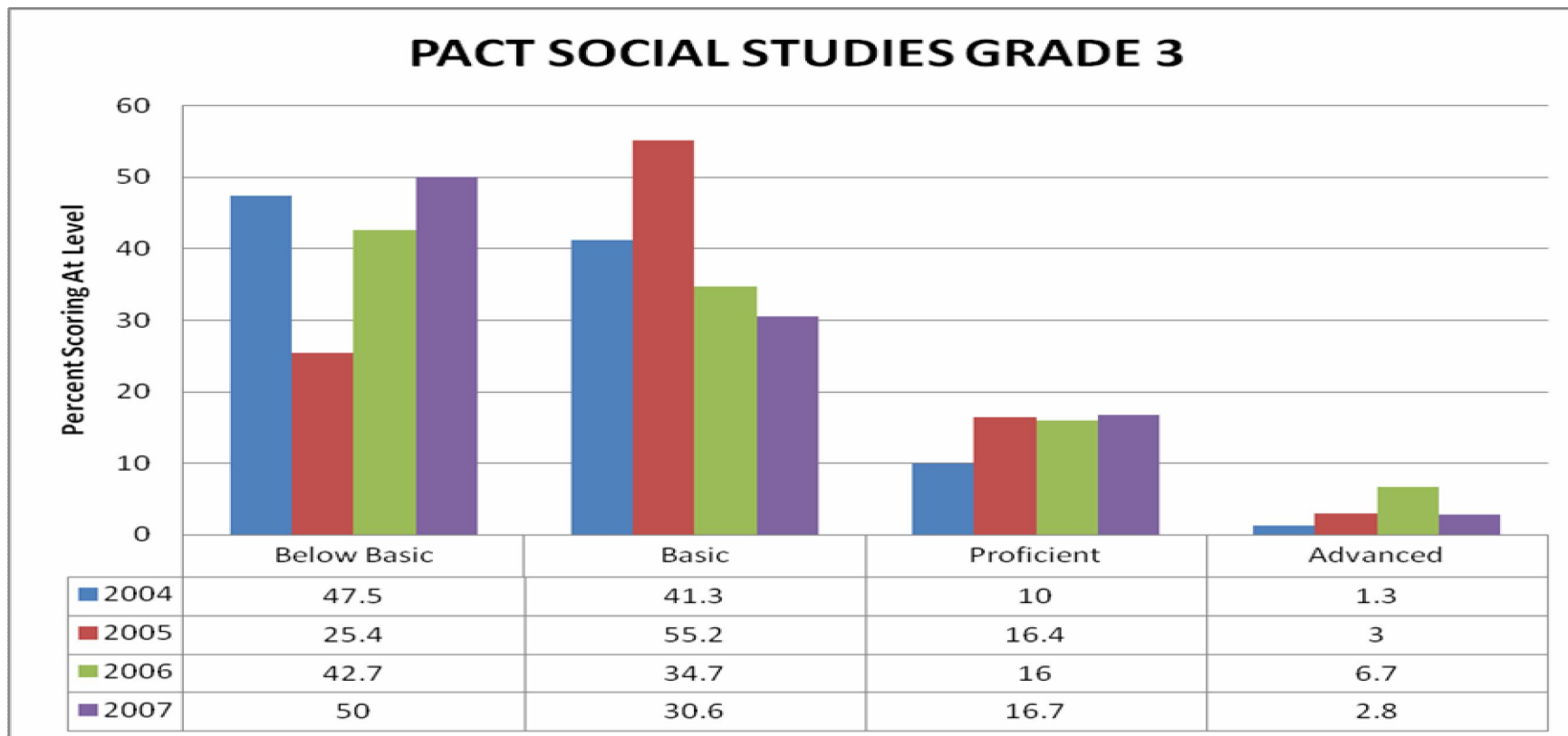


The Science PACT data for third grade from 2006 to 2007, shows that the number of student scoring below basic increased. The number of student scoring basic decreased, as did students who scored proficient and advanced.

# PACT MATH GRADE 3

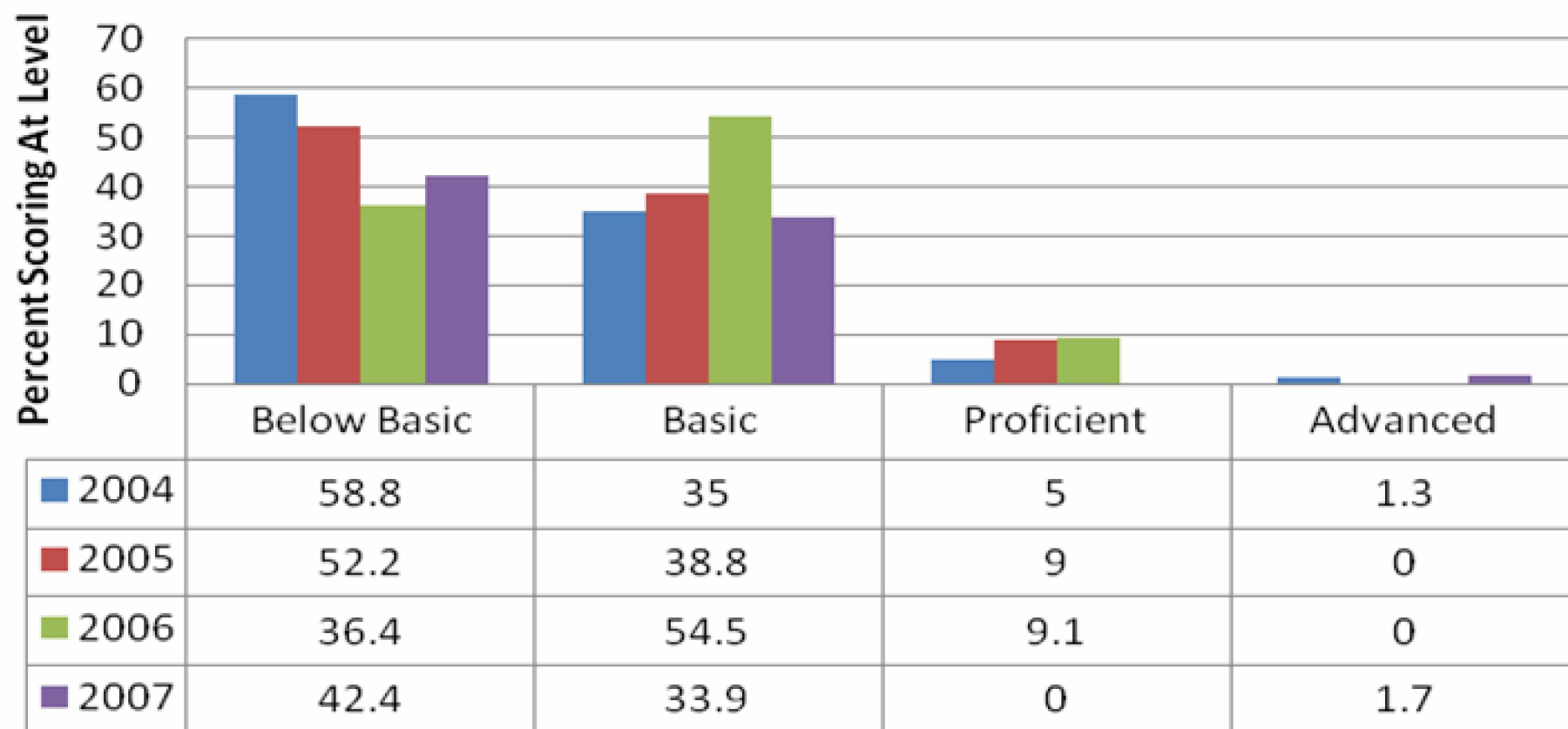


Third grade math shows an increase in the number of below basic students. The student data from the 2006 to 2007 shows a decrease in the basic and proficient categories. There was a slight increase in the number of students scoring advanced.



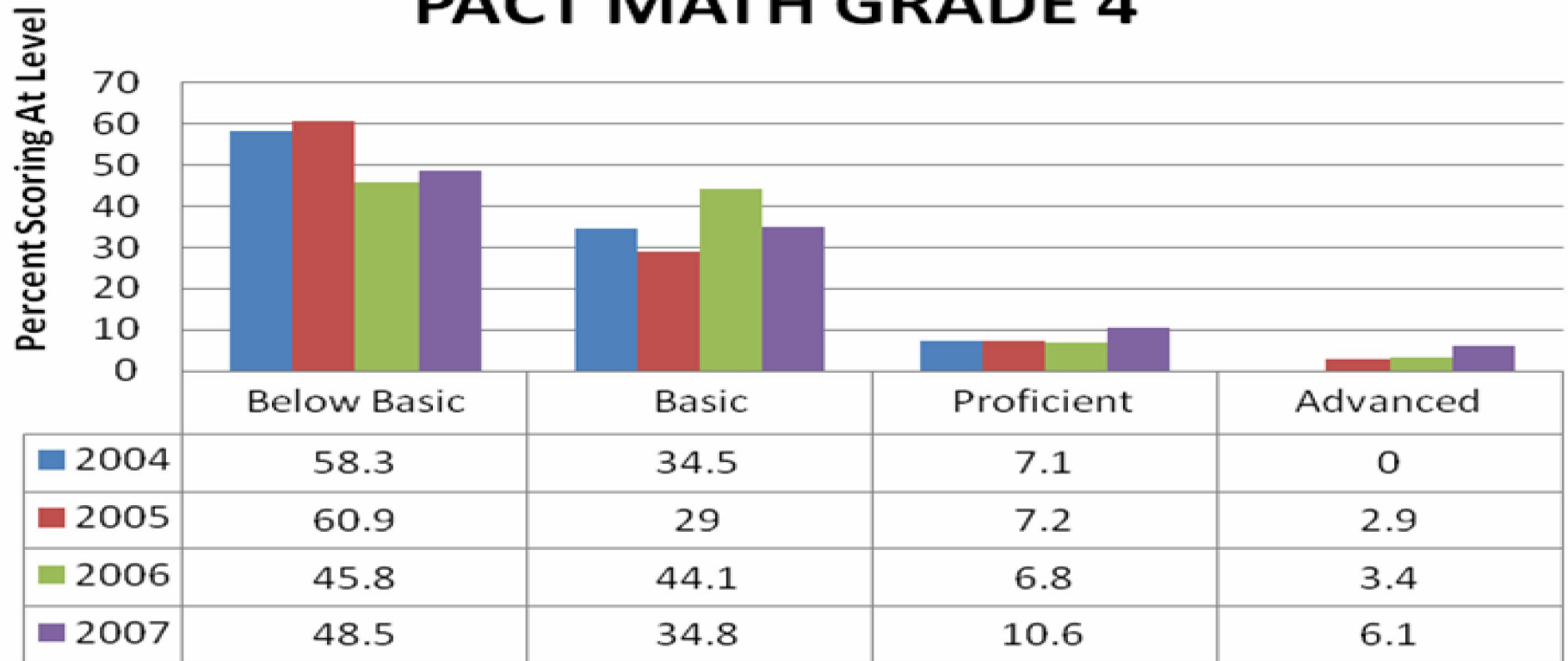
In Grade 3, Social Studies, the graph indicates that students scoring below basic on PACT increased slightly from the 2006 school year as compared to 2007 data. The number of students scoring basic decreased, however, the percentage of students who fell in the proficient category increased slightly. There was a drop in the percentage of students scoring in the advanced category.

# PACT ELA GRADE 4



In Grade 4, ELA, the graph indicates that students scoring below basic on PACT increased slightly from the 2006 school year as compared to 2007 data. The number of students scoring basic decreased, however, the percentage of students scoring proficient and advanced increased.

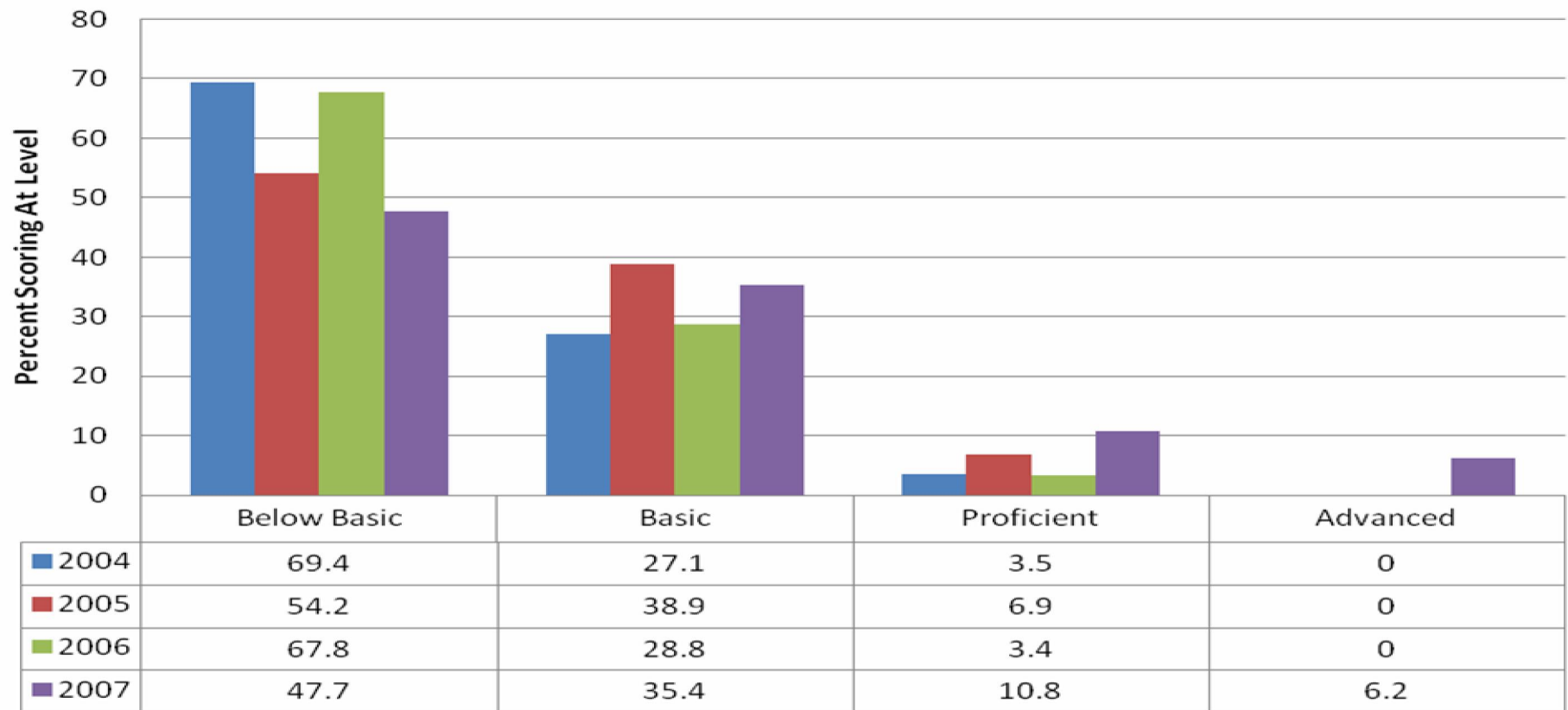
# PACT MATH GRADE 4



In Grade 4, Math, the graph indicates that students scoring below basic on PACT increased slightly from the 2006 school year as compared to 2007 data. The number of students scoring basic decreased, however, the percentage of students scoring proficient and advanced increased.

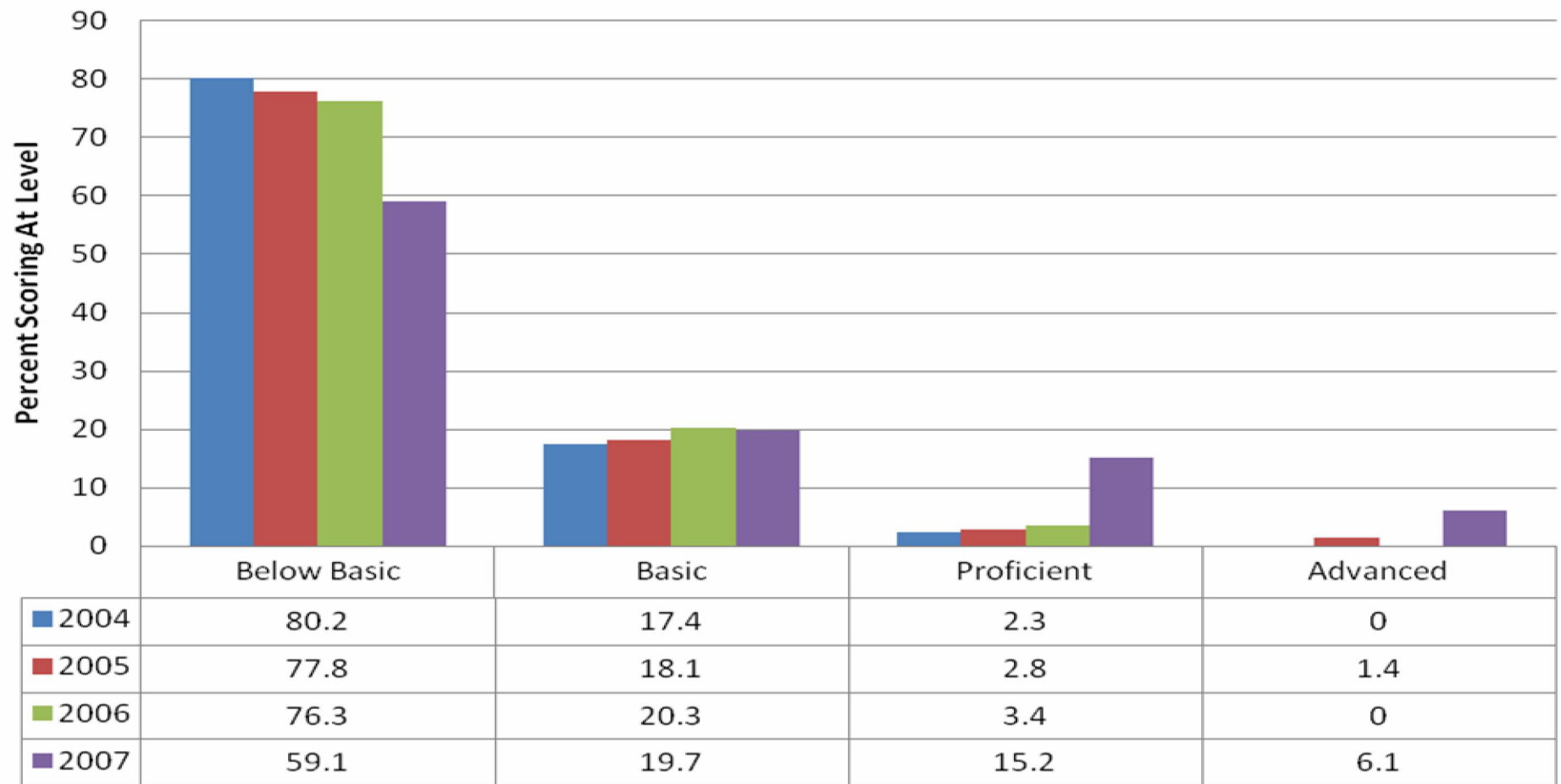


## PACT SOCIAL STUDIES FOURTH GRADE



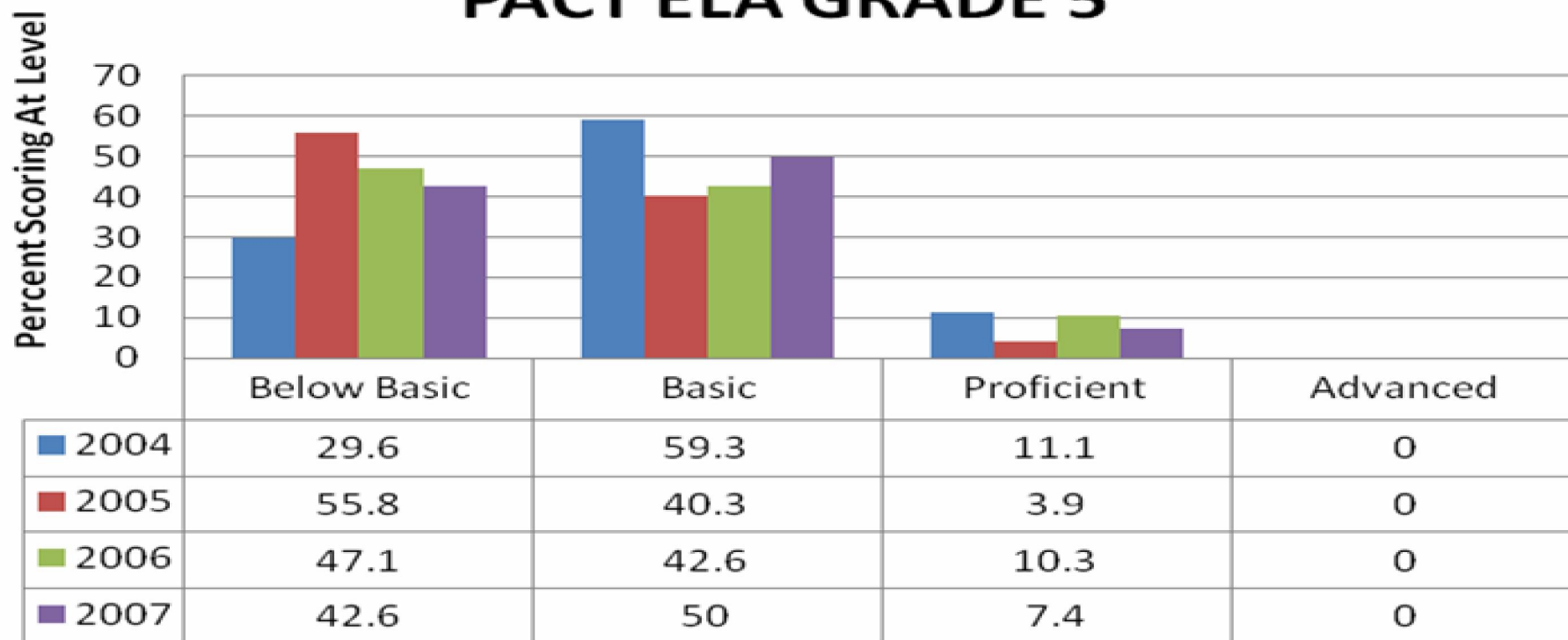
In Grade 4, Social Studies, the graph indicates that students scoring below basic on PACT decreased slightly from the 2006 school year as compared to 2007 data. The number of students scoring basic, proficient, and advanced increased.

## PACT SCIENCE FOURTH GRADE

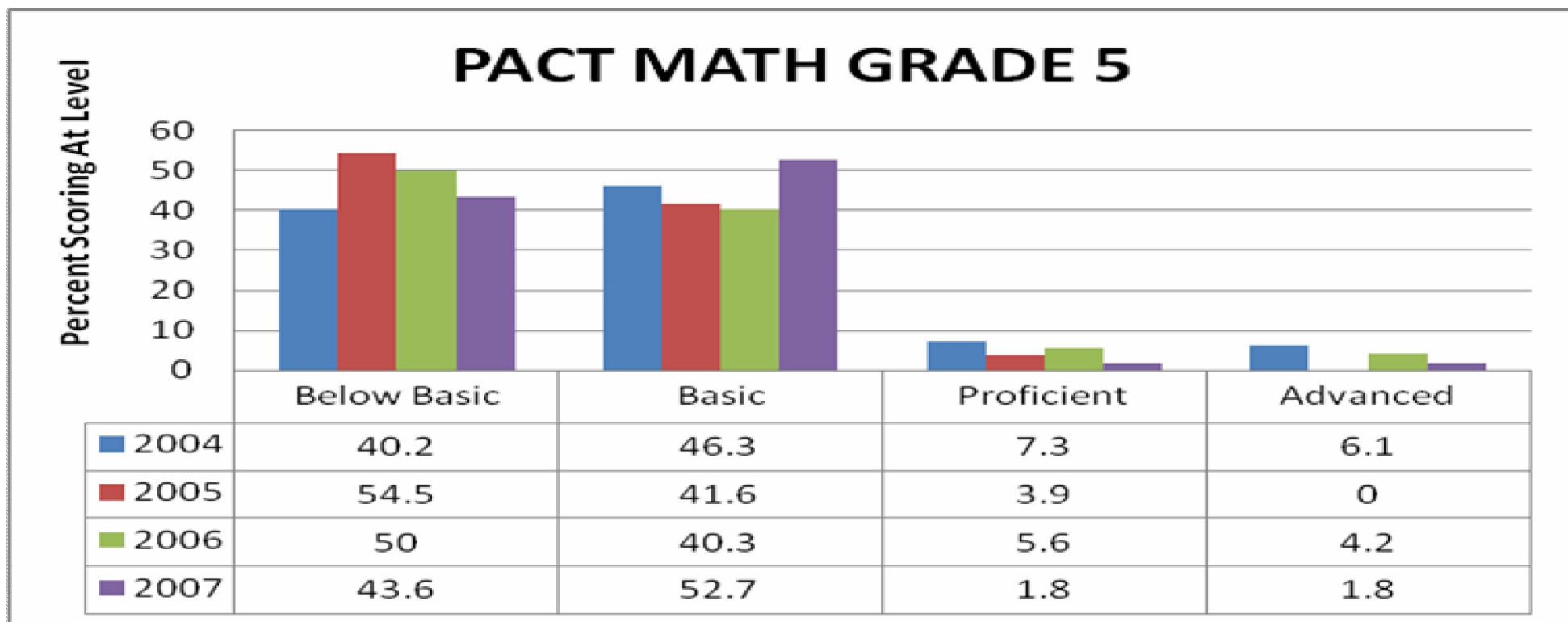


In Grade 4, Science, the graph indicates that students scoring below basic on PACT decreased slightly from the 2006 school year as compared to 2007 data. The number of students scoring basic stayed about the same, however, the percentage of students scoring proficient and advanced increased.

## PACT ELA GRADE 5

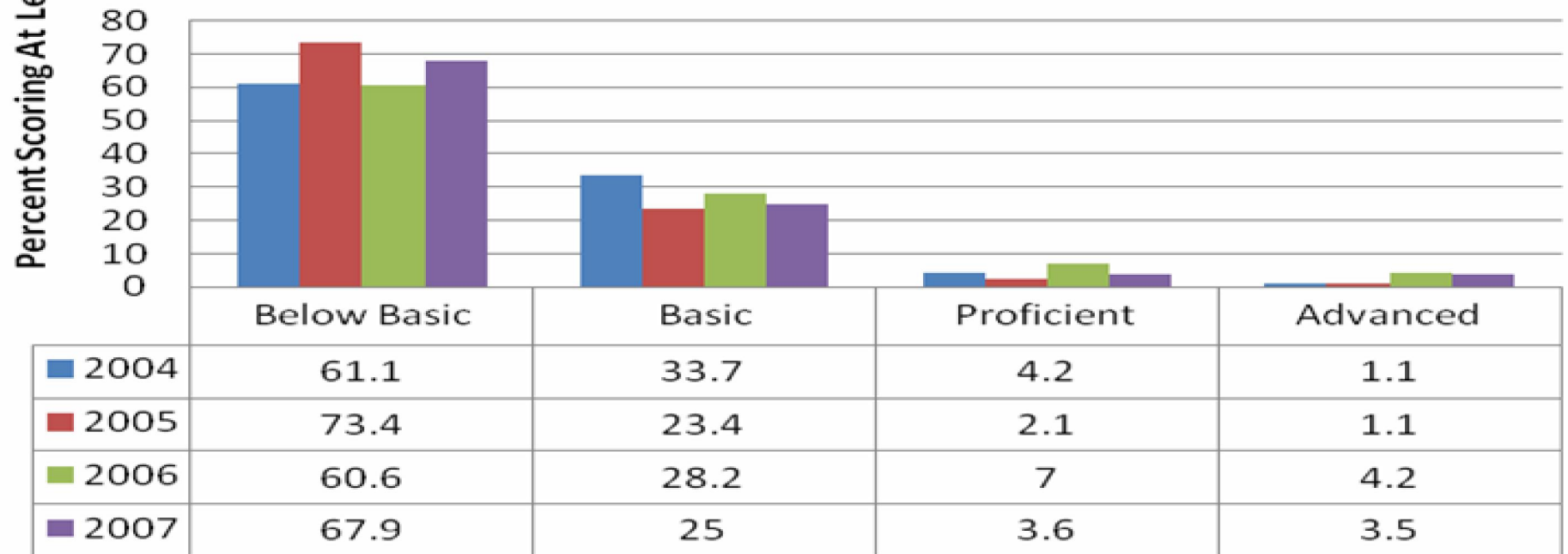


The graph above showed that in 2007 the number of students scoring Below Basic decreased. Also the number of students scoring Proficient also decreased in the same year.



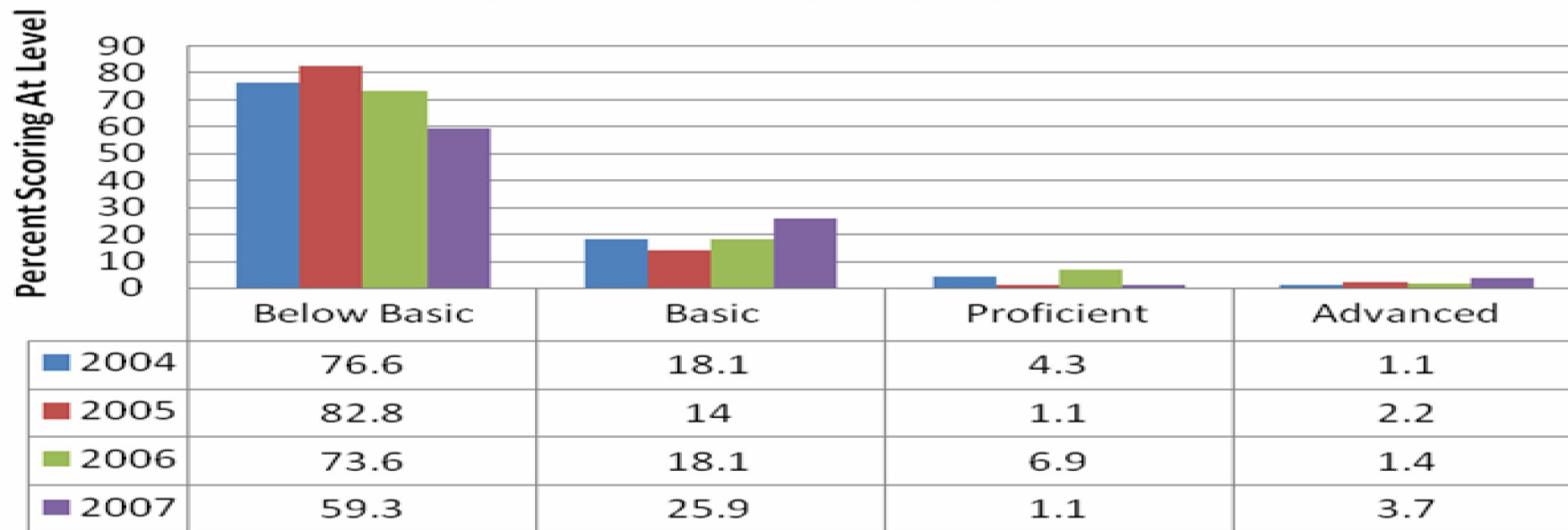
The number of students scoring Below Basic from 2006 and 2007 decrease and the number of students scoring Basic increased in 2007. Both performance level, Proficient and Advanced, had decreased in 2007.

# PACT SOCIAL STUDIES GRADE 5



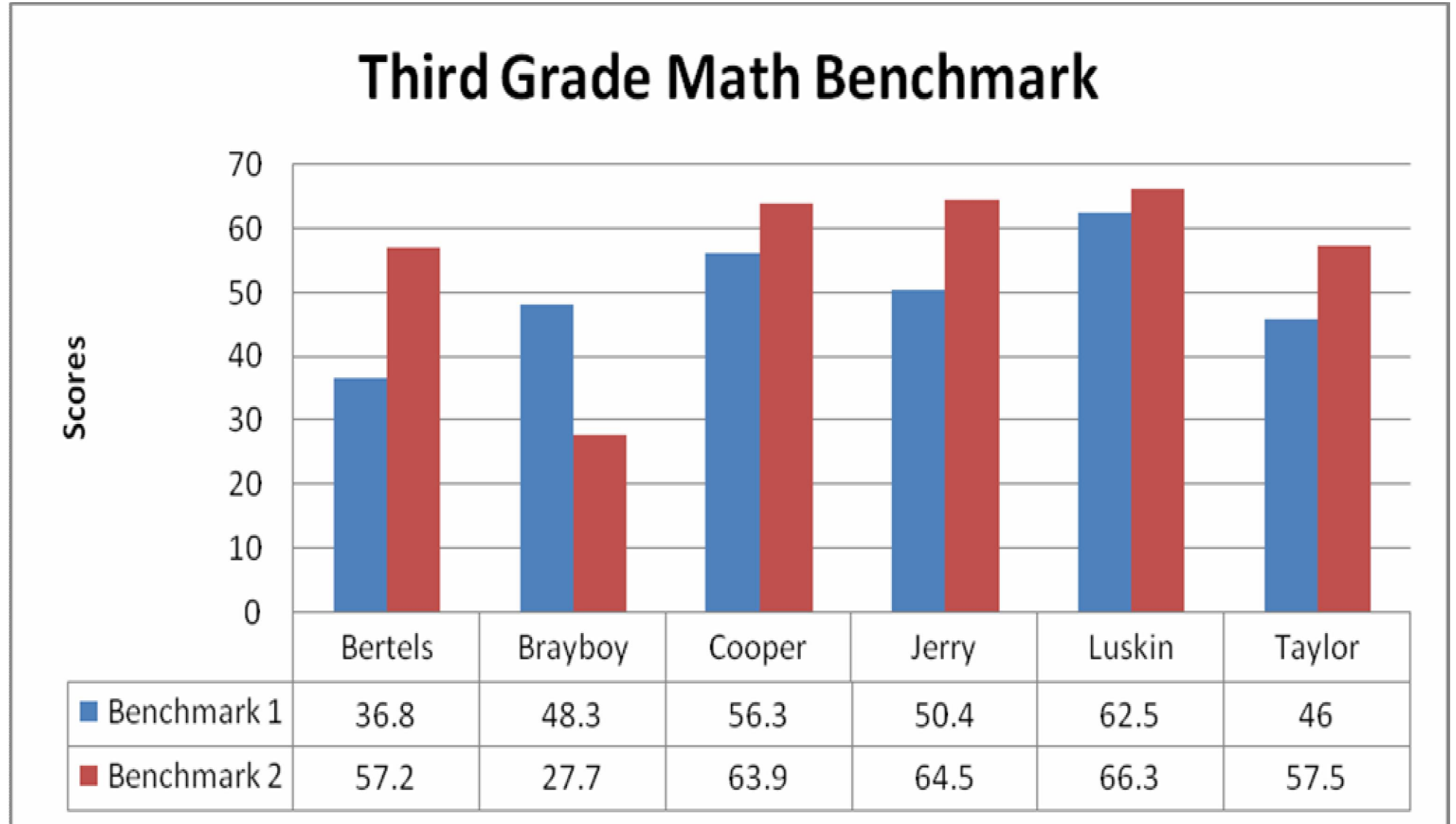
In 2007, students scoring Below Basic increased in Social Studies. In 2006, we had more students meeting standard than in any other year.

## PACT SCIENCE GRADE 5



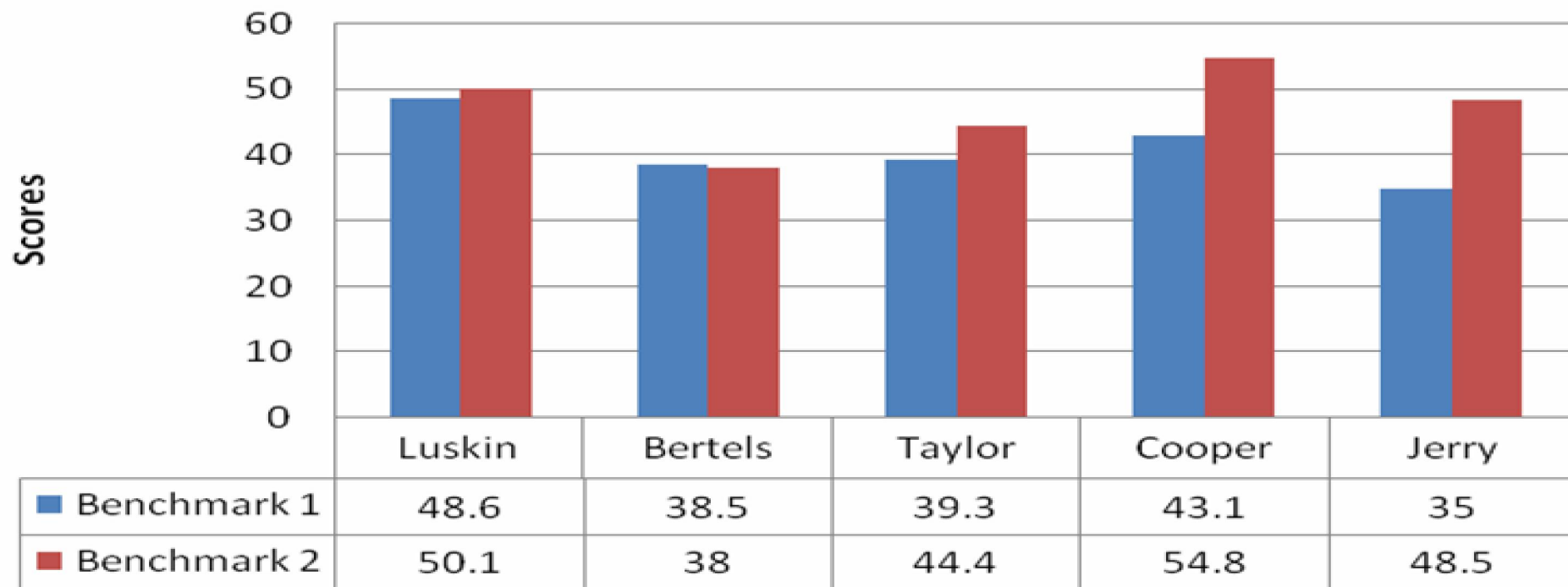
In 2007, Brockington Elementary had 11.1 percent of our students scored at the Proficient level. Students scoring Below Basic has dropped each year from the year 2005.

## Test Data – 2007-2008 District Benchmarks



Third grade math benchmark I was compared to benchmark II by teacher. All teachers, with the exception of the special education self-contained teacher, Mrs. Brayboy, showed significant growth.

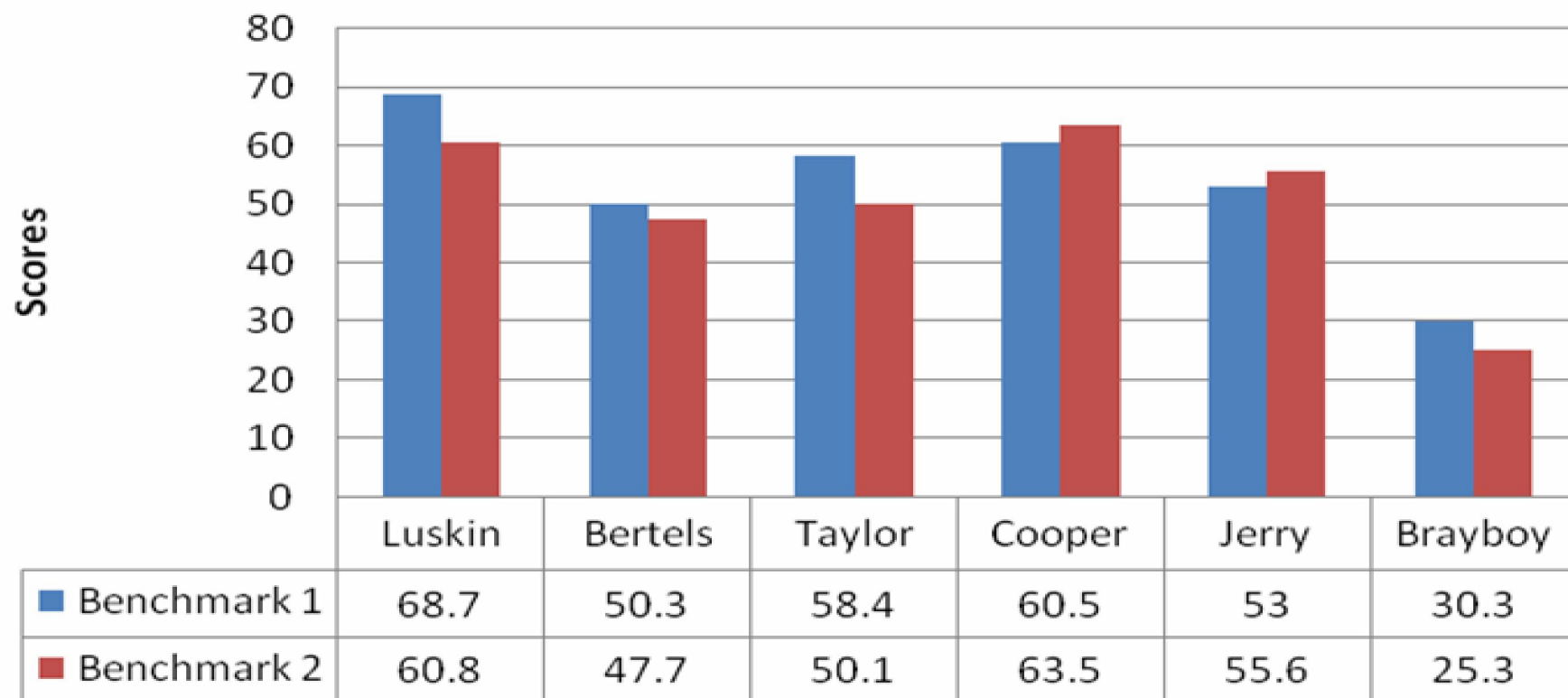
## Third Grade ELA Benchmark



Third grade ELA benchmark I was compared to benchmark II by teacher. All teachers, with the exception of the special education self-contained teacher, Mrs. Brayboy, were close to the same percentage or showed significant growth.

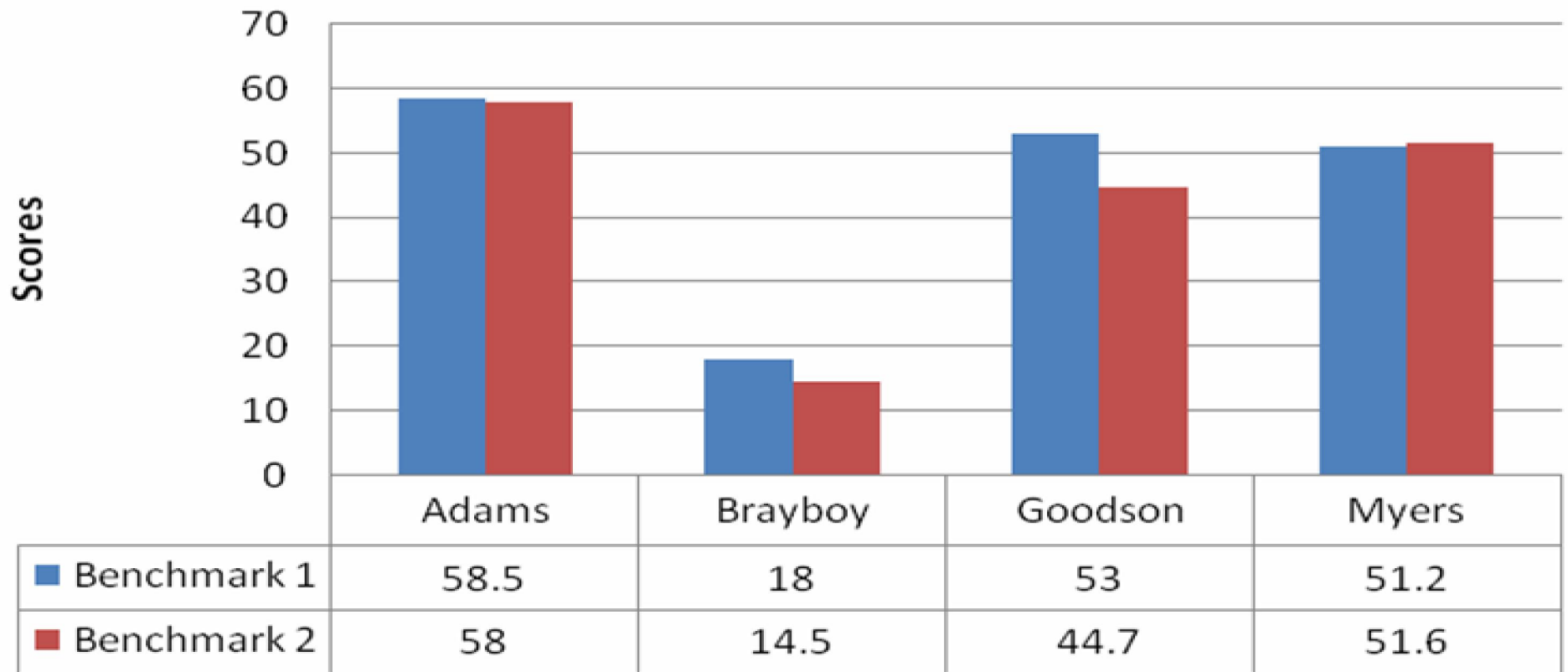


# Third Grade Science Benchmark



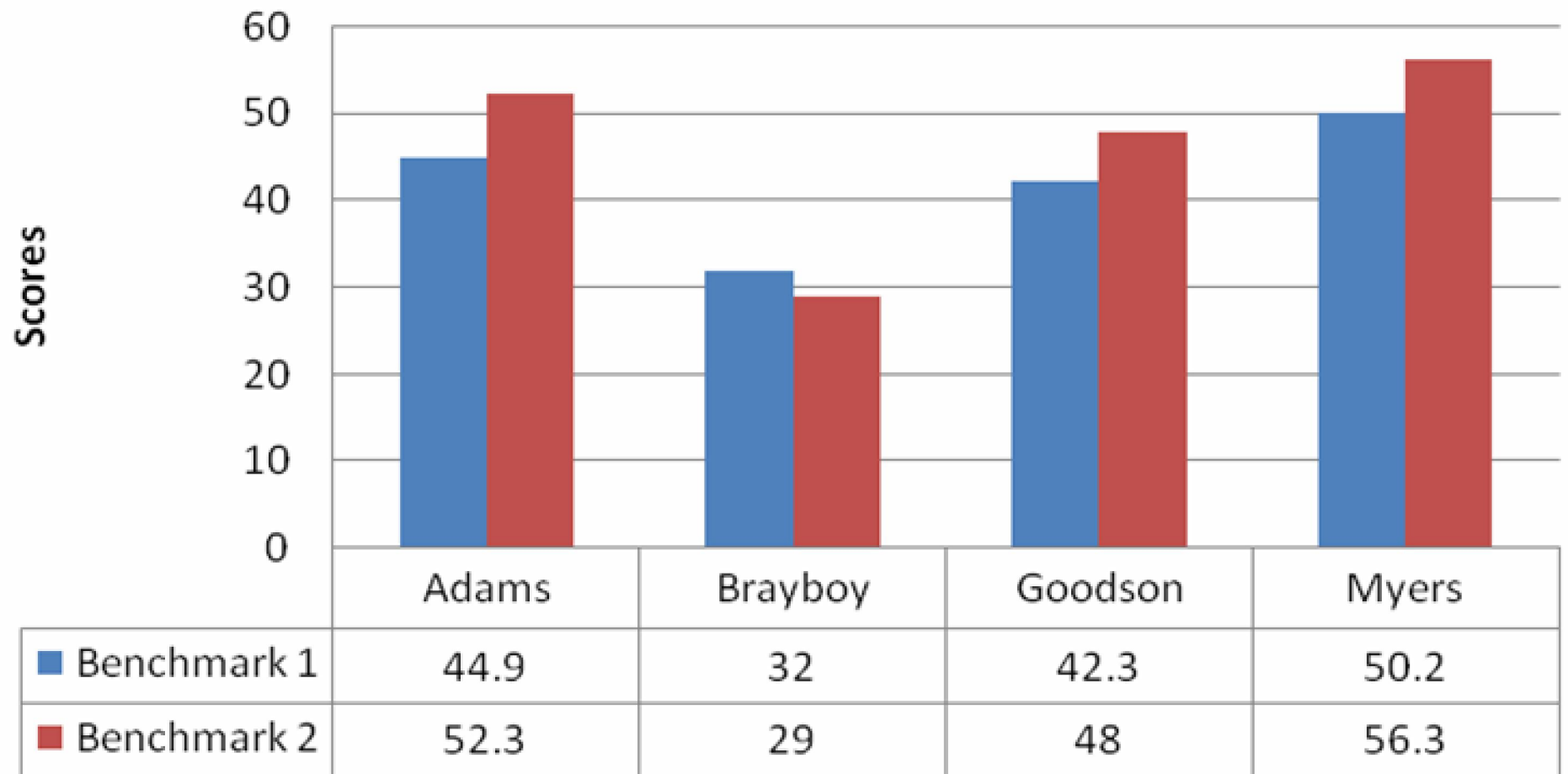
Third grade Science benchmark I was compared to benchmark II by teachers. Two teachers displayed growth between the first and second benchmark.

# Fourth Grade Math Benchmark



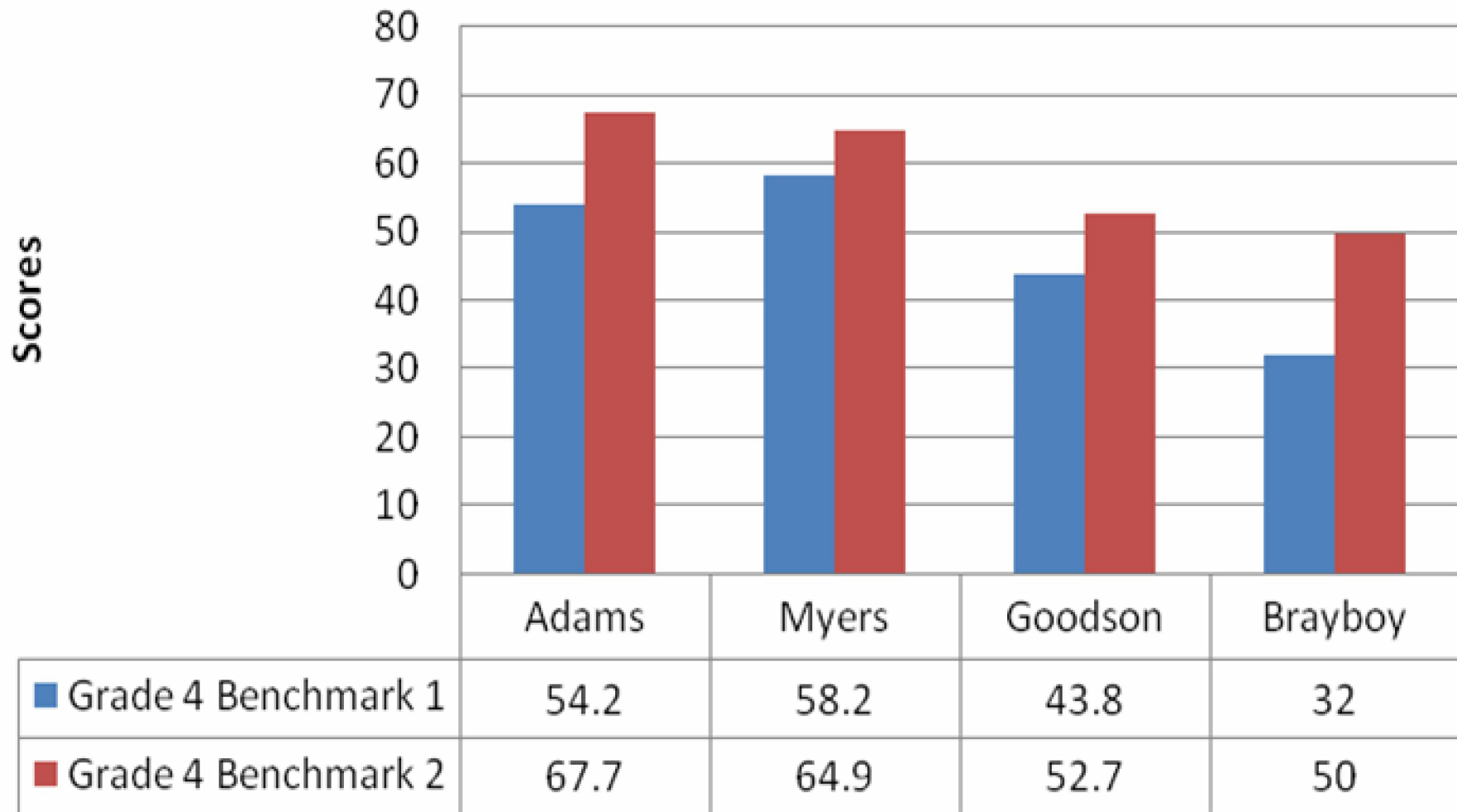
Fourth grade math benchmark I was compared to benchmark II by teacher. Only one teacher showed a slight improvement on the second benchmark test. All others showed a decrease in growth.

# Fourth Grade ELA Benchmark



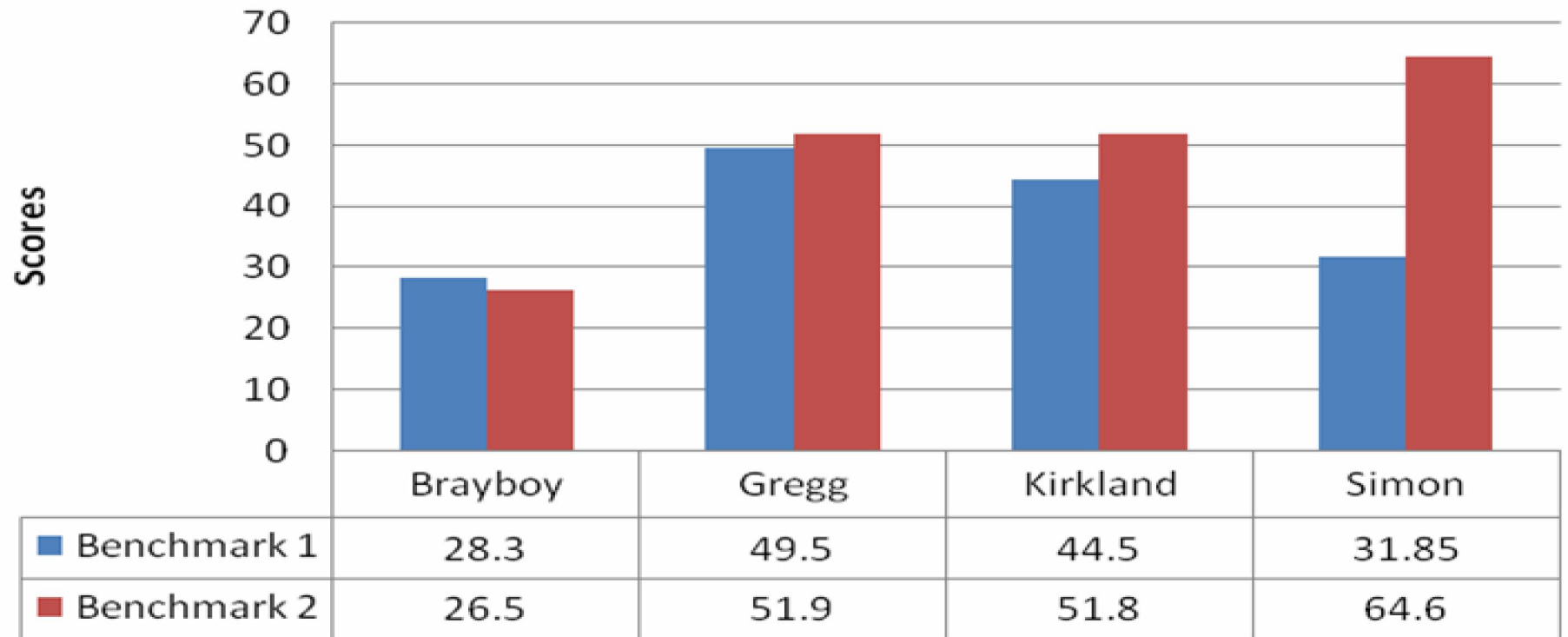
Fourth grade ELA benchmark I was compared to benchmark II by teacher. All teachers showed that their classes increased with the exception of, Mrs. Brayboy's self-contained special education class.

# Fourth Grade Science Benchmark



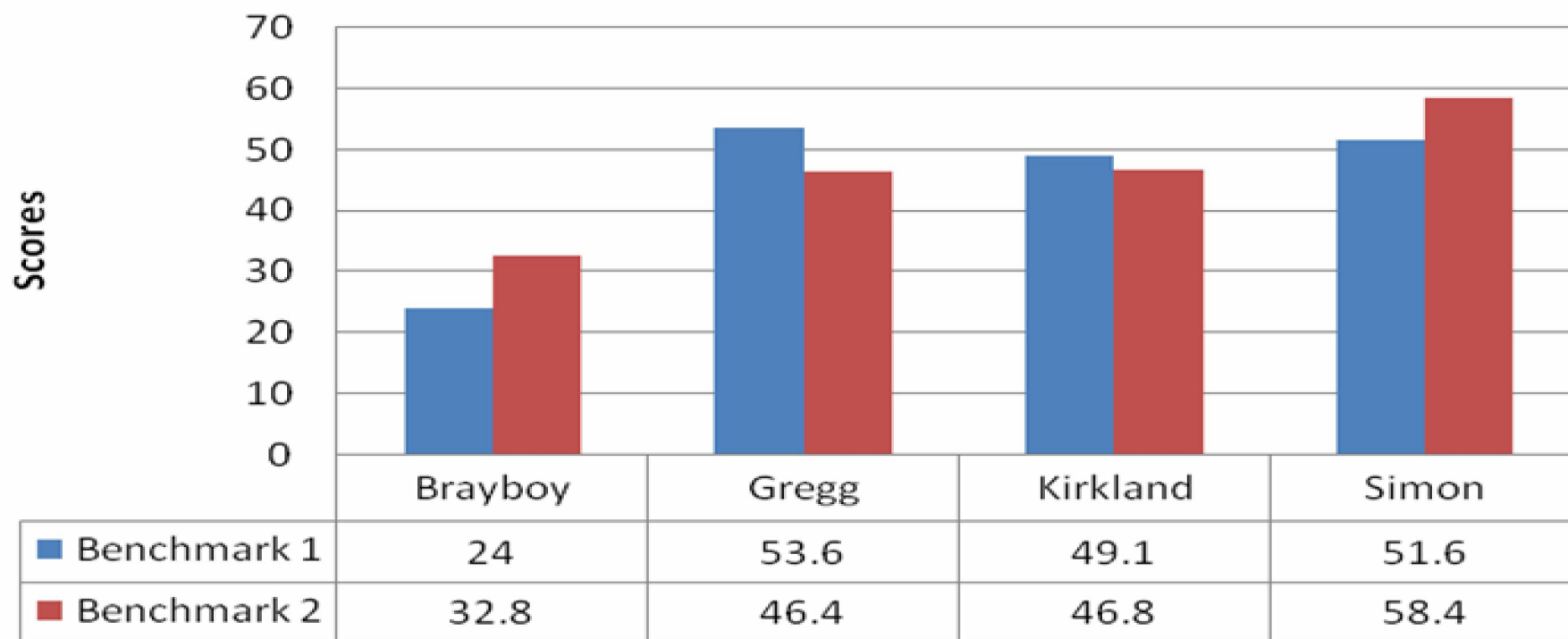
Fourth grade Science Benchmark I was compared to benchmark II by teacher. All teachers displayed that their classes increased.

## Fifth Grade Math Benchmark



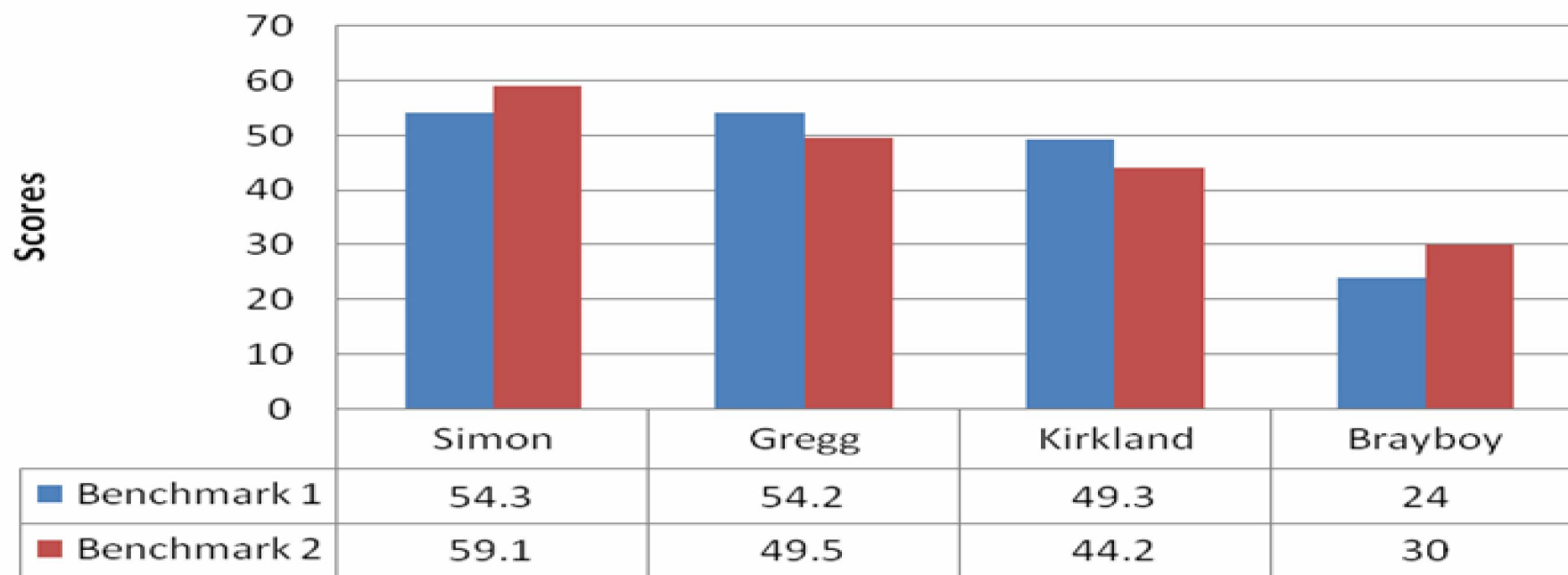
Fifth grade math benchmark I was compared to benchmark II by teacher. All teachers, with the exception of Mrs. Brayboy's special education self-contained teacher, showed significant growth.

## Fifth Grade ELA Benchmark



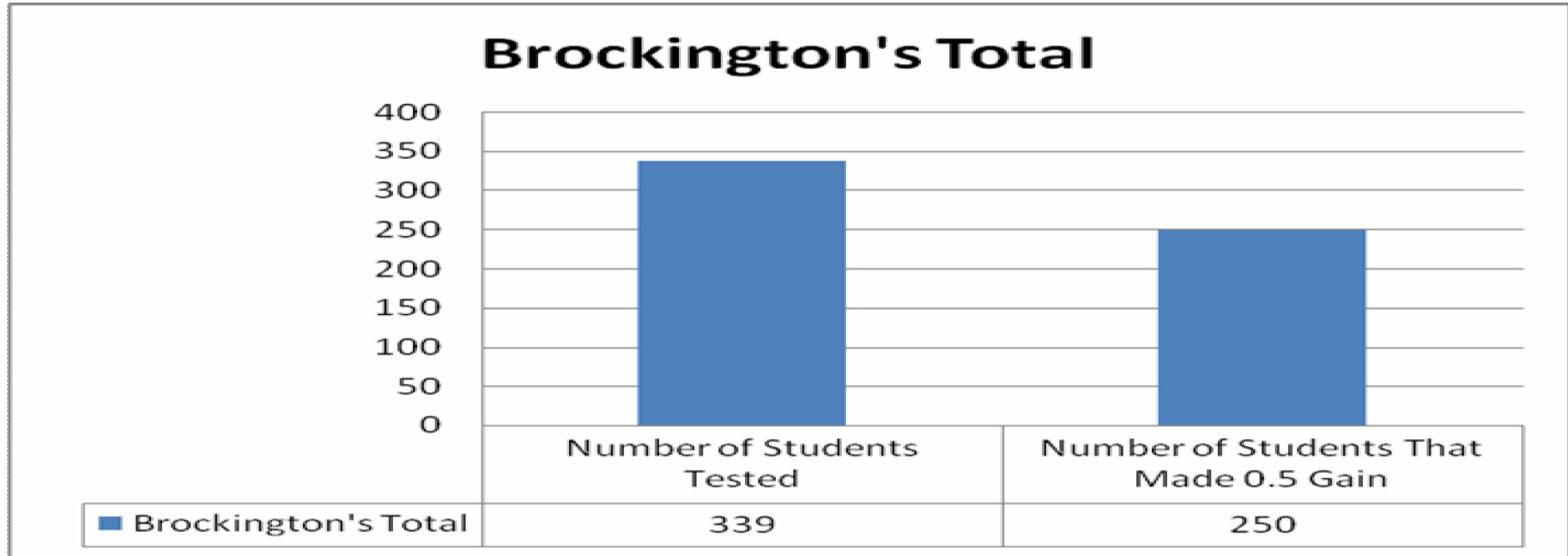
Fifth grade ELA benchmark I was compared to benchmark II by teacher. Two teachers showed gains from benchmark I to benchmark II.

## Fifth Grade Science Benchmark



Fifth grade Science benchmark I was compared to benchmark II by teacher. Two teachers displayed growth from benchmark I to benchmark II.

## Test Data – 2007-2008 STAR Reading



Students in from first to fifth took the STAR test during the school year of 2007-2008. Of the 339 students that took the test, 250 made at least at half of a year gain in reading as measured by the STAR test.



## **Explanation of Data**

The Palmetto Achievement Challenge Test (PACT) scores covering 2005-2007 were analyzed for grades three, four, and five. Longitudinal studies of PACT test data show a need to increase student achievement in the 4 core subjects; English/Language Arts, Mathematics, Science, and Social Studies. School PACT results from Spring 2007 indicate that 33.8% of 3rd graders were Below Basic in ELA, 54.8% Below Basic in Mathematics, 70.3% Below Basic in Science, and 50.0% Below Basic in Social Studies. 4th grade scores (which are this years 5th graders) show 42.4% Below Basic in ELA, 48.5% Below Basic in Mathematics, 59.1% Below Basic in Science and 47.7% in Social Studies are Below Basic. In analyzing the data, the high numbers in the Below Basic categories were very evident for Brockington Elementary School. We have almost 50% and above of our Brockington Elementary students still scoring “Below Basic” in all content areas. We feel that this may be in part to students not being able to read at the appropriate level of testing. In 2003 and 2004, the Absolute Rating on Brockington’s State Report Card was Below Average. In 2005-2006, the Absolute Rating was Unsatisfactory.

Other data analyzed included tests from the Standardized Testing and Reporting (STAR) Reading Program and the Florence School District 4 Benchmark Assessments. The STAR Reading Program is a computer-based test, which is given to students in grades 1-5, 4 times per year. The results provide us with each student’s reading level and track their growth. Each student will be administered the assessment in early-September, 2008.

Results from the 2008 PACT data indicates that 56.9 % of our third graders scored Basic and above in ELA; 45.9% scored Basic and above in Math, and 29.7% scored Basic and above in Science. Fifty four and one tenth percent of our fourth graders scored Basic and above in ELA, 46.7% scored Basic and above in math, and in science 50.7% scored Basic and above. In both the content areas of math and ELA 46.3% of our fifth grade students scored Basic and above and science only 19.4% scored Basic and above. In analyzing the data, Science is a challenge for our school. Almost 70% of all students were in the bottom quartile when tested. That indicates that they are in the bottom 25% of students tested. The data also indicates that approximately 80% of our students in grades 1-5 read one or more grade levels below their actual grade level.

The Benchmark information shows overall slight gains from Benchmark 1 to Benchmark 2. During the summer of 2008, the district will make revisions to the benchmarks to improve the alignment to the standards.

## Summary of process used to develop the FSRP and the persons involved

The administrative team met with the school's Academic Leadership Team to assist in examining all student/school data (PACT, STAR, Accelerated Reader, Benchmark, and Discipline Referrals) to determine the school needs as it related to increasing student achievement.

Persons involved in the data collection and analysis:

- Principal, Angela Jacobs
- Asst. Principal, Steve Wilson
- Curriculum Coordinator, LeVernice Edwards
- Literacy Coach, Pamela Sims
- Guidance Councilor, Vanessa Burgess
- 4-K and 5K Lead Teacher, Sue Byron
- Grade 1 Lead Teacher, Rayna Cafasso
- Grade 2 Lead Teacher, Debra Bacote
- Grade 3 Lead Teacher, Carissa Bertels
- Grade 4 Lead Teacher, Tammy Adams
- Grade 5 Lead Teacher, Jamilah Eaddy
- Resource Teacher, Heath Stokes

The consensus of the group was that the data indicates that improvement is needed. If we continue with the same type of instruction, we can expect to get the same poor results. The grade level chairpersons from the leadership team then met with teachers during grade level team meetings to get input based on the data discussed. The programs and initiatives that were implemented this year were discussed to determine if they were effective or if improvements were needed. The Academic Leadership Team then brought the feedback from teachers to share and identified instructional needs. These needs were then translated into measurable, time-bound goals.

We know that the change agent is the classroom teacher. Therefore, professional development and implementation are important parts of an effective school and are integral in improving student achievement. Teachers being able to understand and align standards to assessments and instruction will impact student achievement in a major way. The team along with continuous input from the faculty developed strategies. This process has already begun with the utilization of the Anderson Five State Approved Curriculum. A consultant will work with the teachers on utilizing the strategies that are most effective in improving reading instruction. Professional development will include how to effectively align assessments to state standards that will lead to effective instruction. Teachers will also be trained in how to hold individual student conferences during Students Open A Book and Read (S.O.A.R.) time to give students individualized instruction based on their needs. District professional development sessions will be held monthly. During these sessions, teachers are involved in a variety of opportunities that include collaborative analysis of student work using the National Computer Systems Mentor (NCS Mentor), Revised Bloom's Taxonomy, effective use of assessment, data analysis, and reading/writing across the curriculum. Our instructional day allows opportunities for differentiated instruction, re-teaching difficult concepts, and small group instruction. Leadership meetings will be held on the 1st Monday of each month. Grade levels will meet three times weekly to plan for effective instruction. The 2nd, 3rd, and 4th Tuesday of each month is designated to vertical team meetings, demonstration lessons and examination of student work. With the overall instructional focus for this year in reading, we plan to not only stress reading in the ELA/Reading classes, but to incorporate reading effectively

across the curriculum. Professional development opportunities offered in core content areas and reading across the curriculum will help to increase reading achievement. Teachers will have opportunities to visit exemplary schools with similar demographics to learn successful strategies. Teachers will be made aware of conferences and workshops so that they can attend, then come back and share effective strategies with the faculty. It is our goal for 100% of our teachers to receive training on strategies in how to use, track, and plan assessments for effective instructional practices. An on-going process of reviewing data from various assessments (PACT, benchmarks, discipline, attendance, surveys, daily assessments, and grades) will be used to plan for instruction at Brockington Elementary School. Also, utilizing this data, teachers will assist students in setting individual goals for improved achievement for the 2008-2009 school year. This process will allow students an opportunity to not only see where they are, but where they need to be in order to become lifelong learners. Teachers will also use the classroom data to set their goals for the year.

The school goals were chosen due to various student and teacher needs based on standardized testing, benchmark testing, reading scores and retention rates. Those needs included increasing students reading achievement, providing teachers with best practice strategies and utilizing technology for the sole purpose of empowering teachers and students with the ability to achieve the goal and meeting expected progress.

In addition to all of the professional development and implementation to improve reading achievement, small group instruction will be facilitated by the related arts teachers (art, music, physical education, media specialist and computer), and has been initiated to target students who are performing at the Below Basic performance level on PACT or are reading below their grade level. Students who score Basic on PACT will utilize a computer-assisted instructional program for 30 minutes each day on a rotation schedule. Since many of the students scored in the Below Basic category on PACT, specifically in Below Basic 1, all teachers will work with small groups of students to improve reading instruction. A school-wide reading initiative, Students Open A book and Read (SOAR) has been implemented to provide all students with an opportunity to increase readability levels including comprehension and decoding strategies. Read-a-loud and picture books are being used for 3K-1st grade students. SOAR is designed to build the skills and the desire for every child to read. Research shows that independent reading builds fluency, increases vocabulary and background knowledge. Our Accelerated Reader Program will also encourage students to read. All of these initiatives, along with others, will help us to reach our goals.

The grade level chairpersons from the leadership team then met with teachers during grade level team meetings to get input based on the data discussed. The programs and initiatives that were implemented this year were discussed to determine if they were effective or if improvements were needed. The Academic Leadership Team then brought the feedback from teachers to share and identified instructional needs. These needs were then translated into measurable, time-bound goals.

Brockington Elementary School is creating a climate that ensures that all students have the opportunities to achieve success. Here at Brockington Elementary School, we are ***“Adjusting Our Wings to Soar Higher”!***

### **Narrative of how selected goals will enable the school to meet expected progress**

This data clearly indicates that improvement is needed. The Academic Leadership Team and faculty recognize that if we continue with the same type of instruction, we can expect to get the same poor results. We know that the change agent is the classroom teacher. Therefore, ambitious goals for student achievement, the principal, the district and effective strategies such as professional development and implementation of research based techniques are integral components of a high achieving school and are needed in order to meet Expected Progress.

Even though all content areas are below the desired level, reading, math and science are the areas we feel should be addressed at this time. Improvements in Social Studies will be a result of the improvement in the reading abilities of our students. In addition, we chose these focus areas because they are directly related to our school report card and AYP through student performance.

Our goals focus on improving student achievement as measured by assessments correlated to PACT. The levels or percentages set as targets for our goals are based on these correlations with the ultimate goal of meeting Expected Progress. These assessments, Florence 4 Benchmark Tests STAR Reading, and PACT/PASS are such that we would have data to review prior to the April 2009 FSRP deadline. In addition to this, these assessments will provide custom skills reports for teachers to utilize in planning lessons and for differentiating instruction in those lessons. Utilizing these reports will be a major factor in addressing specific skills that will later be tested on PACT. This procedure also allows for the effective monitoring of the implementation of our strategies through lesson plans and assessments. We are convinced that using these assessments will provide an accurate approximation of student achievement for on PACT.

**Goal 1: By April 1, 2009, 50% of all students who take the PASS will read on grade level as measured by the STAR Reading Test. This should result in at least 50% of students scoring Met and Exemplary in ELA on PASS.**

**Goal 2: By April 1, 2009, 50% of all students who take the PASS will score 70 or better on the district's math benchmark test. This should result in at least 50% of students scoring Met and Exemplary in math on PASS.**

**Goal 3: By April 1, 2009, 50% of all students who take the PASS will score 70 or better on the district's science benchmark test. This should result in at least 50% of students scoring Met and Exemplary in science on PASS.**

Addendum: The SDE recommended changes to every component of the plan. All the recommendations made by the SDE are included in the revised plan.

## School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

July	August	September
<ul style="list-style-type: none"> <li>• Order books for S.O.A.R.</li> <li>• Train faculty in strategies to implement best practices in reading instruction</li> <li>• Order Benchmark Data Cards</li> <li>• Order books for book chats</li> <li>• Order technology equipment</li> <li>• Order Science Kits</li> </ul>	<ul style="list-style-type: none"> <li>• S.O.A.R. training</li> <li>• Monthly Academic Leadership Team meetings</li> <li>• Monthly In District/school training</li> <li>• Begin training using technology</li> <li>• Review Lesson Plans/assessments</li> <li>• Eagle Academy Training</li> </ul>	<ul style="list-style-type: none"> <li>• Train teachers in small group instruction</li> <li>• Related arts teachers begin small group instruction</li> <li>• Monitor the implementation of small group instruction</li> <li>• Monitor notebook of Student reading conference logs</li> <li>• Students in grades 2-5 will be given Benchmark I Tests.</li> <li>• Teachers will be trained in how to analyze Benchmark Data.</li> <li>• Teachers will analyze Benchmark I data during grade level meetings.</li> <li>• The principal will schedule and meet with teachers to discuss Benchmark analysis and assist with goal setting with teachers.</li> <li>• The teachers will participate in a district wide on-site one day training for analyzing PACT data.</li> <li>• Monitor the implementation of small group instruction</li> <li>• Begin training teachers on how to align standards to assessments and instruction</li> <li>• Backwards Design Training</li> <li>• Test for Higher Standards Training</li> <li>• Monthly Academic Leadership Team meetings</li> <li>• Monthly In District/school Training – Creating Assessments</li> <li>• Monitor the use of technology in the classroom</li> </ul>

<p style="text-align: center;"><b>October</b></p> <ul style="list-style-type: none"> <li>• Monitor notebook of Student reading conference logs</li> <li>• Monitor the implementation of small group instruction</li> <li>• Monitor the implementation of strategies for aligning standards to assessments and instruction</li> <li>• Monthly Academic Leadership Team meetings</li> <li>• Site visit to school</li> <li>• Monthly In District/school training – Differentiated Instruction</li> <li>• Monitor the use of technology in the classroom</li> <li>• Review Lesson Plans/assessments</li> </ul>	<p style="text-align: center;"><b>November</b></p> <ul style="list-style-type: none"> <li>• Monitor notebook of Student reading conference logs</li> <li>• Monitor the implementation of small group instruction</li> <li>• Monitor the implementation of strategies for aligning standards to assessments and instruction</li> <li>• Teachers attend writing conference</li> <li>• Monthly Academic Leadership Team meetings</li> <li>• Monthly In District/school training- Differentiated Instruction</li> <li>• Monitor the use of technology in the classroom</li> <li>• Review Lesson Plans/assessments</li> </ul>	<p style="text-align: center;"><b>December</b></p> <ul style="list-style-type: none"> <li>• Review Lesson Plans/assessments</li> <li>• Monitor notebook of Student reading conference logs</li> <li>• Monitor the implementation of small group instruction</li> <li>• Monitor the implementation of strategies for aligning standards to assessments and instruction</li> <li>• Monthly Academic Leadership Team meetings</li> <li>• Monthly In District/school training – Conflict Resolution</li> <li>• Monitor the use of technology in the classroom</li> <li>• Review Lesson Plans/assessments</li> </ul>
<p style="text-align: center;"><b>January</b></p> <ul style="list-style-type: none"> <li>• Monitor notebook of Student reading conference logs</li> <li>• Monitor the implementation of small group instruction</li> <li>• Monitor the implementation of strategies for aligning standards to assessments and instruction</li> <li>• Teachers attend the S.C. Early Childhood Association Conference in Myrtle Beach</li> <li>• Monthly Academic Leadership Team meetings</li> </ul>	<p style="text-align: center;"><b>February</b></p> <ul style="list-style-type: none"> <li>• Monitor notebook of Student reading conference logs</li> <li>• Teachers will give the last Benchmark Tests to students.</li> <li>• Monitor the implementation of small group instruction</li> <li>• Monitor the implementation of strategies for aligning standards to assessments and instruction</li> <li>• Teachers attend Reading Conference in Myrtle Beach</li> <li>• Monthly Academic Leadership Team</li> </ul>	<p style="text-align: center;"><b>March</b></p> <ul style="list-style-type: none"> <li>• Monitor notebook of Student reading conference logs</li> <li>• Monitor the implementation of small group instruction</li> <li>• Monitor the implementation of strategies for aligning standards to assessments and instruction</li> <li>• Monthly Academic Leadership Team meetings</li> <li>• Monthly In District/school training – Conflict Resolution</li> <li>• Review Lesson Plans/assessments</li> </ul>

<ul style="list-style-type: none"> <li>• Monthly In District/school training – Creating Assessments, Differentiated Instruction</li> <li>• Monitor the use of technology in the classroom</li> <li>• Review Lesson Plans/assessments</li> </ul>	<ul style="list-style-type: none"> <li>meetings</li> <li>• Monitor the use of technology in the classroom</li> <li>• Review Lesson Plans/assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the use of technology in the classroom</li> <li>• Analyze Benchmark Data</li> <li>• Analyze STAR Data</li> </ul>
<p style="text-align: center;"><b>April</b></p> <ul style="list-style-type: none"> <li>• Monitor notebook of Student reading conference logs</li> <li>• Monitor the implementation of small group instruction</li> <li>• Monitor the implementation of strategies for aligning standards to assessments and instruction</li> <li>• Monthly Academic Leadership Team meetings</li> <li>• Monthly In District/school training – Conflict Resolution</li> <li>• Monitor the use of technology in the classroom</li> <li>• Review Lesson Plans/assessments</li> </ul>	<p style="text-align: center;"><b>May</b></p> <ul style="list-style-type: none"> <li>• Monitor notebook of Student reading conference logs</li> <li>• Monitor the implementation of small group instruction</li> <li>• Monitor the implementation of strategies for aligning standards to assessments and instruction</li> <li>• Monthly Academic Leadership Team meetings</li> <li>• Monitor the use of technology in the classroom</li> <li>• Review Lesson Plans/assessments</li> <li>• PACT testing</li> </ul>	

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1:**

**Goal 1: By April 1, 2009, 50% of all students who take the PASS will read on grade level as measured by the STAR Reading Test. This should result in at least 50% of students scoring Met and Exemplary in ELA on PASS.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<p style="text-align: center;"><b>Strategy</b></p> <p>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</p>	<p style="text-align: center;"><b>Person(s) Responsible (Position/Name)</b></p>	<p style="text-align: center;"><b>Start Date of Strategy</b></p>	<p style="text-align: center;"><b>Indicator(s) of Implementation</b></p> <p><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i></p>
<p><b>Strategy 1: Complete Teacher Benchmark Data Cards to quarterly track teachers' class averages, benchmark busters and benchmark bubbles from benchmark.</b></p> <ul style="list-style-type: none"> <li>• Train teachers on how to use Benchmark Data Cards.</li> <li>• Teachers will utilize the Benchmark Data Cards.</li> </ul>	<p>Teachers Administrative Team</p>	<p>July, 2008</p>	<ul style="list-style-type: none"> <li>• Individual teachers will be given these cards during training to record class averages, benchmark busters and benchmark bubble students' progress.</li> <li>• Faculty and staff in grades K-5 will attend school-based training by the curriculum coordinator to learn how to utilize the benchmark data cards to reflect on instruction. Training will begin in the fall. Benchmark Data Cards will be updated after each benchmark test. Sign-In sheets and agendas will be kept in the Curriculum Coordinator's office as documentation of attendance.</li> <li>• Teachers will utilize Benchmark Data Cards to reflect on student results and monitor classroom instruction to meet students' needs.</li> </ul>



<b>Strategy 2: Teachers will be trained in using Tests for Higher Standards.</b>	Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le’Vernice Edwards, Curriculum Coordinator, Pamela Sims, Literacy Coach	September 2008	<ul style="list-style-type: none"> <li>Faculty members in grades K-5 and exceptional education will attend school-based training by the curriculum coordinator to learn how to utilize Tests for Higher Standards. The sign-in sheet and agenda will be kept in the Curriculum Coordinator’s office as documentation of attendance.</li> </ul>
<b>Strategy 3: Create all assessments before teaching the lesson (use TfHS software) and submit assessments with weekly lesson plans.</b>	Teachers, Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le’Vernice Edwards, Curriculum Coordinator, and Pamela Sims, Literacy Coach	September 2008	<ul style="list-style-type: none"> <li>Faculty and staff in grades K-5 will attend district and school-based training on utilizing the backwards planning tool to begin with the end in mind and charting a course for each unit. The sign-in sheet and agenda will be kept in the Curriculum Coordinator’s office as documentation of attendance.</li> <li>The principal and/or her designee will monitor weekly lesson plans to link classroom assessment with student learning.</li> <li>The leadership team will attend grade/department teams meetings to ensure assessments are created before the lessons.</li> </ul>
<b>Strategy 4: Thirty minutes of the school day (Eagle Academy) three times a week will be utilize for journaling.</b>	Teachers and Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le’Vernice Edwards, Curriculum Coordinator, Pamela Sims, Literacy Coach	August 2008	<ul style="list-style-type: none"> <li>Faculty and staff in Pre-school- 5<sup>th</sup> grade will attend school-based training on utilizing Eagle Academy to improve reading instruction.</li> <li>Materials and supplies will be given to teachers to begin Eagle Academy.</li> <li>The principal and/or her designee will monitor and provide feedback to teachers to ensure students are utilizing the time effectively.</li> </ul>

<b>Strategy 5: Students will read for 30 a day during a schedule Independent Reading Time.</b>	Teachers and Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le’Vernice Edwards, Curriculum Coordinator, Pamela Sims, Literacy Coach	August 2008	<ul style="list-style-type: none"> <li>• Students will record the books read on a reading log. Teachers will keep the completed logs.</li> <li>• Sample logs will be turned in Bi-weekly to the principal.</li> <li>• The principal and/or her designee will monitor and provide feedback to teachers to ensure students are utilizing the time effectively.</li> </ul>
<b>Strategy 6: Teachers will conduct individual reading conferences with students during independent reading time.</b>	Teachers and Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le’Vernice Edwards, Curriculum Coordinator, Pamela Sims, Literacy Coach	August 2008	<ul style="list-style-type: none"> <li>• Teachers will keep conference logs for each student. All students will meet with the teacher for a conference a minimum of 3 times per month.</li> <li>• Sample logs will be turned in Bi-weekly to the principal.</li> <li>• The principal and/or her designee will monitor and provide feedback to teachers to ensure teachers are utilizing the time effectively.</li> </ul>
<b>Strategy 7: Students will participate in a motivational school wide reading challenge to improve overall reading achievement.</b>	Classroom Teachers Media Specialist Administrative Team Computer Lab Instructor	October 2008	<ul style="list-style-type: none"> <li>• The results from the challenge will be posted in the media center.</li> <li>• The library circulation records will reflect an increase in library book checkouts.</li> <li>• The STAR reading goal challenges will be posted for each student in the computer lab.</li> </ul>

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Student Achievement Focused Goal

**Focused Student Achievement Goal 2:**

**Goal 2: By April 1, 2009, 50% of all students who take the PASS will score 70 or better on the district’s third Math benchmark test. This should result in at least 50% of students scoring Met and Exemplary in Math on PASS.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<p><b>Strategy 1: Complete Teacher Benchmark Data Cards to quarterly track teachers’ class averages, benchmark busters and benchmark bubbles from benchmark.</b></p> <ul style="list-style-type: none"> <li>• Train teachers on how to use Benchmark Data Cards.</li> <li>• Teachers will utilize the Benchmark Data Cards.</li> </ul>	Teachers, Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le’Vernice Edwards, Curriculum Coordinator, Pamela Sims, Literacy Coach	July, 2008	<ul style="list-style-type: none"> <li>• Individual teachers will be given these cards during training to record class averages, benchmark busters and benchmark bubble students’ progress.</li> <li>• Faculty and staff in grades K-5 will attend school-based training by the curriculum coordinator to learn how to utilize the benchmark data cards to reflect on instruction. Training will begin in the fall. Benchmark Data Cards will be updated after each benchmark test. The Sign-In sheets and agendas will be kept in the Curriculum Coordinator’s office as documentation of attendance.</li> <li>• Teachers will utilize Benchmark Data Cards to reflect on student results and monitor classroom instruction to meet students’ needs.</li> </ul>
<p><b>Strategy 2: Teachers will be trained in using Tests for Higher Standards.</b></p>	Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le’Vernice Edwards, Curriculum Coordinator, Pamela Sims, Literacy Coach	September 2008	<ul style="list-style-type: none"> <li>• Faculty members in grades K-5 and exceptional education will attend school-based training by the curriculum coordinator to learn how to utilize Tests for Higher Standards. The sign-in sheet and agenda will be kept in the Curriculum Coordinator’s office as documentation of attendance.</li> </ul>

<p><b>Strategy 3: Create all assessments before teaching the lesson (use TfHS software) and submit assessments with weekly lesson plans.</b></p>	<p>Teachers, Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le’Vernice Edwards, Curriculum Coordinator, and Pamela Sims, Literacy Coach</p>	<p>September 2008</p>	<ul style="list-style-type: none"> <li>• Faculty and staff in grades K-5 will attend district and school-based training on utilizing the backwards planning tool to begin with the end in mind and charting a course for each unit. The sign-in sheet and agenda will be kept in the Curriculum Coordinator’s office as documentation of attendance.</li> <li>• The principal and/or her designee will monitor weekly lesson plans to link classroom assessment with student learning.</li> <li>• The leadership team will attend grade/department teams meetings to ensure assessments are created before the lessons.</li> </ul>
<p><b>Strategy 4: Thirty minutes of the school day (Eagle Academy) twice a week will be utilize for math review and enrichment activities.</b></p>	<p>Teachers and Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le’Vernice Edwards, Curriculum Coordinator, Pamela Sims, Literacy Coach</p>	<p>August 2008</p>	<ul style="list-style-type: none"> <li>• Faculty and staff in Pre-school- 5<sup>th</sup> grade will attend school-based training on utilizing Eagle Academy to improve math instruction.</li> <li>• Materials and supplies will be given to teachers to begin Eagle Academy.</li> <li>• The principal and/or her designee will monitor and provide feedback to teachers to ensure students are utilizing the time effectively.</li> </ul>
<p><b>Strategy 5: Teachers and instructional assistants will utilize technology for math instruction.</b></p> <ul style="list-style-type: none"> <li>• Equipment, materials, and supplies needed to implement technology in the classroom will be purchased and disseminated to classrooms.</li> </ul>	<p>Teachers, Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le’Vernice Edwards, Curriculum Coordinator, Pamela Sims, Literacy Coach</p>	<p>August 2008</p>	<ul style="list-style-type: none"> <li>• Equipment and supplies will be ordered by the principal as needed to be able for teachers to utilize the following technology in classroom instruction: Smart Boards, United Streamline, NCS Mentor, and Powerpoint presentations. (Purchase orders and inventory list)</li> </ul>

<ul style="list-style-type: none"> <li>• The faculty will be trained in how to use new technology equipment in order to integrate and enhance classroom instruction.</li> <li>• Teachers will utilize information received from school based technology training to support classroom instruction.</li> <li>• Monitor the use of technology.</li> </ul>			<ul style="list-style-type: none"> <li>• Faculty and staff in grades K-5 will attend school-based training by representatives using the following technology: Smart Boards training will take place in September and will be given by the regional representative from Proview. United Streamline training will take place in October and will be given by the representative from South Carolina Educational Television. NCS Mentor rubric assessment training will take place at the school level and be given by the school leadership team. The Accelerated Reader Program training will take place at the school level and be given by the media specialist. Training for teachers on the use of computers to create powerpoint presentations will take place in September by the curriculum coordinator. Sign-In sheets and agendas will be kept in the Curriculum Coordinator's office as documentation of teacher attendance. (agendas, sign in sheets, lesson plans)</li> <li>• Teachers will implement the strategies from in-school training as they plan during weekly grade level team meetings. Lesson plans and the assessments will reflect the use of technology in the classroom.</li> <li>• District/school created rubrics will be used by the administrative staff to monitor the use of information received during training. These rubrics will be housed in each observer's office with copies sent to the district office.</li> </ul>
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3:**

**Goal 3: By April 1, 2009, 50% of all students who take the PASS will score 70 or better on the district’s third science benchmark test. This should result in at least 50% of students scoring Met and Exemplary on PASS.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<p style="text-align: center;"><b>Strategy</b></p> <p>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</p>	<p style="text-align: center;"><b>Person(s) Responsible (Position/Name)</b></p>	<p style="text-align: center;"><b>Start Date of Strategy</b></p>	<p style="text-align: center;"><b>Indicator(s) of Implementation</b></p> <p><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i></p>
<p><b>Strategy 1: Complete Teacher Benchmark Data Cards to quarterly track teachers’ class averages, benchmark busters and benchmark bubbles from benchmark.</b></p> <ul style="list-style-type: none"> <li>• Train teachers on how to use Benchmark Data Cards.</li> <li>• Teachers will utilize the Benchmark Data Cards.</li> </ul>	<p>Teachers, Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le’Vernice Edwards, Curriculum Coordinator, Pamela Sims, Literacy Coach</p>	<p>July, 2008</p>	<ul style="list-style-type: none"> <li>• Individual teachers will be given these cards during training to record class averages, benchmark busters and benchmark bubble students’ progress.</li> <li>• Faculty and staff in grades K-5 will attend school-based training by the curriculum coordinator to learn how to utilize the benchmark data cards to reflect on instruction. Training will begin in the fall. Benchmark Data Cards will be updated after each benchmark test. The Sign-In sheets and agendas will be kept in the Curriculum Coordinator’s office as documentation of attendance.</li> <li>• Teachers will utilize Benchmark Data Cards to reflect on student results and monitor classroom instruction to meet students’ needs.</li> </ul>

<p><b>Strategy 2: Teachers will utilize science kits to provide hands on instruction.</b></p>	<p>Teachers, Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le’Vernice Edwards, Curriculum Coordinator, Pamela Sims, Literacy Coach</p>	<p>July 2008</p>	<ul style="list-style-type: none"> <li>• Science kits and materials will be ordered for each classroom.</li> <li>• Faculty and staff in grades K-5 will attend school-based training by the leadership team to learn how to utilize science kits effectively. Training will begin in the fall and continue throughout the school year. The sign-in sheets and agendas will be kept in the Curriculum Coordinator’s office as documentation of attendance.</li> <li>• The principal and/or her designee will monitor weekly lesson plans to ensure teachers are utilizing science kits and science notebooks.</li> <li>• The leadership team will attend grade/department teams meetings to ensure teachers create lesson plans that include science kits and science notebooks.</li> </ul>
<p><b>Strategy 3: Teachers and instructional assistants will utilize technology for science instruction.</b></p> <ul style="list-style-type: none"> <li>• Equipment, materials, and supplies needed to implement technology in the classroom will be purchased and disseminated to classrooms.</li> <li>• The faculty will be trained in how to use new technology equipment in order to integrate and enhance classroom instruction.</li> </ul>	<p>Teachers, Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le’Vernice Edwards, Curriculum Coordinator, Pamela Sims, Literacy Coach</p>	<p>August 2008</p>	<ul style="list-style-type: none"> <li>• Equipment and supplies will be ordered by the principal as needed to be able for teachers to utilize the following technology in classroom instruction: Smart Boards, United Streamline, NCS Mentor, and Powerpoint presentations. (Purchase orders and inventory list)</li> <li>• Faculty and staff in grades K-5 will attend school-based training by representatives using the following technology: Smart Boards training will take place in September and will be given by the regional representative from Proview. United Streamline training will take place in October and will be given by the representative from South Carolina Educational Television. NCS Mentor rubric assessment training will take place at the school level and be given by the school leadership team. The Accelerated Reader Program training will take place at the school level and be given by the media specialist. Training for teachers on the use of computers to create powerpoint presentations will take place in September by the</li> </ul>

<ul style="list-style-type: none"> <li>Teachers will utilize information received from school based technology training to support classroom instruction.</li> <li>Monitor the use of technology.</li> </ul>			<p>curriculum coordinator. Sign-In sheets and agendas will be kept in the Curriculum Coordinator's office as documentation of teacher attendance. (agendas, sign in sheets, lesson plans)</p> <ul style="list-style-type: none"> <li>Teachers will implement the strategies from in-school training as they plan during weekly grade level team meetings. Lesson plans and the assessments will reflect the use of technology in the classroom.</li> <li>District/school created rubrics will be used by the administrative staff to monitor the use of information received during training. These rubrics will be housed in each observer's office with copies sent to the district office.</li> </ul>
<b>Strategy 4: Teachers will be trained in using Tests for Higher Standards.</b>	Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le'Vernice Edwards, Curriculum Coordinator, Pamela Sims, Literacy Coach	September 2008	<ul style="list-style-type: none"> <li>Faculty members in grades K-5 and exceptional education will attend school-based training by the curriculum coordinator to learn how to utilize Tests for Higher Standards. The sign-in sheet and agenda will be kept in the Curriculum Coordinator's office as documentation of attendance.</li> </ul>
<b>Strategy 5: Create all assessments before teaching the lesson (use TfHS software) and submit assessments with weekly lesson plans</b>	Teachers, Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le'Vernice Edwards, Curriculum Coordinator, and Pamela Sims, Literacy Coach	September 2008	<ul style="list-style-type: none"> <li>Faculty and staff in grades K-5 will attend district and school-based training on utilizing the backwards planning tool to begin with the end in mind and charting a course for each unit. The sign-in sheet and agenda will be kept in the Curriculum Coordinator's office as documentation of attendance.</li> <li>The principal and/or her designee will monitor weekly lesson plans to link classroom assessment with student learning.</li> <li>The leadership team will attend grade/department teams meetings to ensure assessments are created before the lessons.</li> </ul>



<b>Strategy 6: Students will document learning and record observations during science using a “Science Notebook.”</b>	Teachers Angela Jacobs, Principal Steven Wilson, Assistant Principal, Le’Vernice Edwards, Curriculum Coordinator,	August 2008	<ul style="list-style-type: none"> <li>• Notebook use by students will be documented during informal walkthroughs by the administrative team.</li> <li>• Sample notebook pages of randomly selected students will be submitted to Ms. Edwards each nine weeks.</li> </ul>
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## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal’s Instructional Leadership Goal 1:**

**By April 1, 2009, the principal will use data to lead efforts to provide ongoing instructional support to make informed decisions to increase student reading levels as stated in Focus Goal 1 and measured by the STAR Reading Test .**

**Goal 1: By April 1, 2009, 50% of all students who take the PASS will read on grade level as measured by the STAR Reading Test. This should result in at least 50% of students scoring Met and Exemplary in ELA on PASS.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Strategy 1: The principal will provide information to teachers about the SOAR Reading Block.</b>	Angela Jacobs, Principal  LeVernice Edwards, Curriculum Coordinator	August, 2008	<p>In order for the goal to be reached, the strategies must be effectively implemented. Memos, Emails and Agendas of Meetings will be used for documentation.</p> <p>Administrative team: Principal, Angela Jacobs; Assistant Principal, Steve Wilson; and Curriculum Coordinator, LeVernice Edwards</p>
<b>Strategy 2: The principal will provide staff</b>	Angela Jacobs,	Sept. 2008	In order for the goal to be reached, the strategies must be

<b>development opportunities for teachers on utilizing S.O.A.R., Small Group Instruction, and differentiated instruction format to improve reading instruction.</b>	Principal  LeVernice Edwards, Curriculum Coordinator  Consultant		effectively implemented.  Staff Development Dates, Agenda, Participants list  Administrative team: Principal, Angela Jacobs; Assistant Principal, Steve Wilson; and Curriculum Coordinator, LeVernice Edwards
<b>Strategy 3: The principal will assist in ordering books, supplies and materials as needed for classes to be used during the S.O.A.R. reading time.</b>	Angela Jacobs, Principal  LeVernice Edwards, Curriculum Coordinator	July, 2008	In order for the goal to be reached, the strategies must be effectively implemented.  Purchase Orders  Principal, Angela Jacobs; Assistant Principal, Steve Wilson; and Curriculum Coordinator, LeVernice Edwards
<b>Strategy 4: The principal or her designee will review lesson plans weekly in order to monitor the utilization of the use of SOAR, Small Group Instruction, differentiated instruction, and revised Bloom Taxonomy.</b>	Angela Jacobs, Principal  LeVernice Edwards, Curriculum Coordinator  Steve Wilson, Assistant Principal	August, 2008	In order for the goal to be reached, the strategies must be effectively implemented.  Lesson Plans Folder , Memos, Emails  Principal, Angela Jacobs; Assistant Principal, Steve Wilson; and Curriculum Coordinator, LeVernice Edwards
<b>Strategy 5: The principal will provide staff development opportunities for teachers on aligning state standards with assessments and instruction.</b>	Angela Jacobs, Principal  LeVernice Edwards, Curriculum Coordinator	Sept., 2008	In order for the goal to be reached, the strategies must be effectively implemented.  Staff Development Dates, Agenda, Participants list  Principal, Angela Jacobs; Assistant Principal, Steve Wilson; and Curriculum Coordinator, LeVernice Edwards
<b>Strategy 6: The principal or her designee will review lesson plans weekly in order to monitor the utilization of the alignment of state standards with assessments and instruction.</b>	Angela Jacobs, Principal  LeVernice Edwards, Curriculum Coordinator	August, 2008	In order for the goal to be reached, the strategies must be effectively implemented.  Lesson Plan Folder , Memos, Emails

	Steve Wilson, Assistant Principal		Principal, Angela Jacobs; Assistant Principal, Steve Wilson; and Curriculum Coordinator, LeVernice Edwards
<b>Strategy 7: The principal or her designee will monitor the lesson planning process to ensure the assessment (generated from TfHs) are created before the lesson plans are written, teachers teach at a higher levels (correlated with Blooms Taxonomy) and the assessments are given after the instruction.</b>	Angela Jacobs, Principal  LeVernice Edwards, Curriculum Coordinator  Steve Wilson, Assistant Principal	August, 2008	In order for the goal to be reached, the strategies must be effectively implemented.  Lesson Plan Folder , Memos, Emails  Principal, Angela Jacobs; Assistant Principal, Steve Wilson; and Curriculum Coordinator, LeVernice Edwards
<b>Strategy 8: The principal will monitor the passage rate of weekly assessment and ensure that teachers reteach the appropriate students.</b>	Angela Jacobs, Principal  LeVernice Edwards, Curriculum Coordinator  Steve Wilson, Assistant Principal	August, 2008	In order for the goal to be reached, the strategies must be effectively implemented.  Lesson Plan Folder , Memos, Emails  Principal, Angela Jacobs; Assistant Principal, Steve Wilson; and Curriculum Coordinator, LeVernice Edwards

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

#### Focused Principal's Instructional Leadership Goal 2:

**By April 1, 2009, the principal will use data to lead efforts to provide ongoing instructional support to make informed decisions to increase student achievement as stated in Focus Goal 2.**

**Goal 2: By April 1, 2009, 50% of all students who take the PASS will score 70 or better on the district's third math benchmark test. This should result in at least 50% of students scoring Met and Exemplary in math on PASS.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Strategy 1: The principal will assist in ordering equipment, supplies, and materials as needed for classes.</b>	Angela Jacobs, Principal  LeVernice Edwards, Curriculum Coordinator	July, 2008	In order for the goal to be reached, the strategies must be effectively implemented. These documents will verify that the principal has provided the support needed for the strategy to work.  Purchase Orders, Supply List, Inventory  Principal, Angela Jacobs; Assistant Principal, Steve Wilson; and Curriculum Coordinator, LeVernice Edwards
<b>Strategy 2: The principal will provide staff development opportunities for teachers in utilizing technology in the classroom, aligning state standards with assessments and instruction.</b>	Angela Jacobs, Principal  LeVernice Edwards, Curriculum Coordinator		In order for the goal to be reached, the strategies must be effectively implemented.  Staff Development Dates, Agenda, Participants list  Principal, Angela Jacobs; Assistant Principal, Steve Wilson; and Curriculum Coordinator, LeVernice Edwards

<b>Strategy 3: The principal or her designee will review lesson plans weekly in order to monitor the utilization of technology for classroom instruction.</b>	Angela Jacobs, Principal  LeVernice Edwards, Curriculum Coordinator  Steve Wilson, Assistant Principal	August, 2008	<p>In order for the goal to be reached, the strategies must be effectively implemented. These documents will verify that the principal has provided the support needed for the strategy to work.</p> <p>Lesson Plan Folder , Memos, Emails</p> <p>Principal, Angela Jacobs; Assistant Principal, Steve Wilson; and Curriculum Coordinator, LeVernice Edwards</p>
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## FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 1:**

**Goal 1: By April 1, 2009, 50% of all students who take the PASS will read on grade level as measured by the STAR Reading Test. This should result in at least 50% of students scoring Met and Exemplary in ELA on PASS.**

**Note: Star Reading Assessments will be administered in September, January, and March.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide professional development on literacy strategies to administrators.	Andrea Hicks, Assistant Superintendent of Curriculum and Instruction	July 2008	The assistant superintendent will meet monthly each with principals and assistant principals on level appropriate literacy strategies. Evidence to support goal will include: sign-in sheets, agendas indicating strategies addressed, handouts, and feedback from classroom observations to monitor implementation of strategies Person responsible: Andrea Hicks, Asst. Superintendent
2. Provide feedback on weekly informal and formal classroom observations	Dr. Bertha McCants, Superintendent	August 2008	The superintendent will provide weekly written feedback to administrators on weekly observations and follow-up conferences. Feedback will address student engagement, observations of implemented comprehension strategies, consistency in observations of teachers and adherence to school observation schedule. Person responsible: Dr. Bertha McCants, Superintendent
3. Lead small groups through the process of revising ELA -pacing guides.	Andrea Hicks, Assistant Superintendent of Curriculum and Instruction	August 2008	The assistant superintendent will meet monthly with curriculum coordinators from each school monthly to make needed revisions of literacy pacing guides. Written feedback will be provided following each work session.  Person responsible: Andrea Hicks, Asst. Superintendent
4. Align pacing guides to correlate with ELA	Andrea Hicks, Assistant	August 2008	The assistant superintendent will lead monthly curriculum

curriculum standards,	Superintendent of Curriculum and Instruction		<p>coordinators through the process of aligning pacing guides with new ELA curriculum standards monthly. Updated curriculum pacing guides will be provided to teachers each month.</p> <p>Person responsible: Andrea Hicks, Asst. Superintendent</p>
5. Administer pre, post and quarterly benchmark assessments that are aligned to the prioritized pacing guides.	<p>Dr. Seldon Buck, District Testing Coordinator</p> <p>Teachers</p>	<p>August 2008 October 2008 January 2009 March 2009</p>	<p>The testing coordinator will oversee quarterly benchmark administration to include answer sheet preparation, scoring, and preparing data analysis reports. <b>Comprehensive data reports will be provided to principals following each benchmark administration.</b></p> <p><b>Person responsible: Dr. Seldon Buck, Testing Coordinator</b></p>

## FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 2:**

**Goal 2: By April 1, 2009, 50% of all students who take the PASS will score 70 or better on the district's third math benchmark test. This should result in at least 50% of students scoring Met and Exemplary in math on PASS.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Lead small groups through the process of revising math <b>timelines and</b> pacing guides.	Andrea Hicks, Assistant Superintendent of Curriculum and Instruction	August 2008	The assistant superintendent will meet monthly with curriculum coordinators from each school <del>monthly</del> to make needed revisions of <del>literacy</del> math timelines and pacing guides and to ensure that benchmark test items are aligned with the indicators covered during that time. Written updates will be provided following each session.  Person responsible: Andrea Hicks, Asst. Superintendent
2. Align pacing guides to correlate with math curriculum standards,	Andrea Hicks, Assistant Superintendent of Curriculum and Instruction	August 2008	The assistant superintendent will lead monthly curriculum coordinators through the process of aligning pacing guides with new ELA curriculum standards.  Person responsible: Andrea Hicks, Asst. Superintendent
3. Administer pre, post and quarterly benchmark assessments that are aligned to the prioritized pacing guides.	Dr. Seldon Buck, District Testing Coordinator  Teachers	August 2008 October 2008 January 2009 March 2009	The testing coordinator will oversee quarterly benchmark administration to include answer sheet preparation, scoring, and preparing data analysis reports.  Person responsible: Dr. Seldon Buck, Testing Coordinator
4. Provide professional development to support the district's expectation to create assessments prior to instruction.	Andrea Hicks, Assistant Superintendent of Curriculum and Instruction  Matrell Sturkey, Director of Human	September 2008	Professional development on the topic of backwards planning will focus on creating assessments prior to instruction, an instructional focus for the 2008-2009 school year. Evidence to support goal will include: sign-in sheets, agendas, feedback from classroom observations to monitor implementation of strategies, and observations of demonstrations conducted by staff members in the demonstration and follow-up sessions.



	Resources and Professional Development		Persons responsible: Andrea Hicks, Asst. Superintendent and Matrell Sturkey, Director of Human Resources and Professional Development.
5. Monitor demonstration and follow-up phases of professional development	<p>Andrea Hicks, Assistant Superintendent of Curriculum and Instruction</p> <p>Matrell Sturkey, Director of Human Resources and Professional Development</p>	September 2008	<p>Professional development sessions will include an introduction, demonstration lesson, and follow-up session. Evidence to support goal will include: sign-in sheets, agendas, feedback from classroom observations using the district's classroom observation forms to monitor implementation of strategies, and observations of demonstrations conducted by all staff members in the demonstration and follow-up sessions. The district's classroom observation instruments will be used for documentation.</p> <p>Persons responsible: Andrea Hicks, Asst. Superintendent and Matrell Sturkey, Director of Human Resources and Professional Development.</p>
6. Monitor benchmark data analysis <b>by principal and teacher.</b>	<p>Dr. Bertha McCants, Superintendent</p> <p>Andrea Hicks, Assistant Superintendent of Curriculum and Instruction</p> <p>Principals</p>	September 2008	<p>Teachers will analyze benchmark data. Principals will conduct analysis conferences with teachers followed by a reflection/analysis of the implications of the data for the school. The principal will use the district's Benchmark Data Analysis Form to document the conference. The superintendent conferences with principals to discuss data implications based on the Benchmark Data Analysis Form.</p> <p>Persons responsible: Dr. Bertha McCants Superintendent and Andrea Hicks, Asst. Superintendent</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative**  
**Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

*Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)*

Students Open A Book And Read (S.O.A.R.)- S.O.A.R. is a school-wide reading initiative that has been implemented to provide all students with an opportunity to increase their readability level through giving them time to read silently on their independent reading level. Research shows that independent reading builds fluency, increases vocabulary and background knowledge. Comprehension and decoding strategies are also improved during this initiative. Teachers will hold individual student conferences during S.O.A.R. time to give students individualized instruction based on their reading levels and comprehension skill level. Read alouds and picture books are being used for 3K-1<sup>st</sup> grade students. SOAR is designed to build the skills and the desire for every child to read.

Standardized Testing and Reporting Reading Program (STAR) is a computer-based test, which is given to students in grades 1-5, 4 times per year. The results provide teachers with each student's reading level and grade equivalence and helps teachers track their growth. Each student will be administered the assessment in early-September, 2008. Results in February will be used to show student achievement.

The Anderson 5 State Adopted Curriculum will be used again this year as a resource for teachers. This curriculum is standards based and includes PACT-like items on the benchmark tests that are included in the curriculum guide. These benchmark tests are used as interim assessments to gauge each student's academic progress.

Option's Reading: Skill and Strategy Instruction will be used by the related arts teachers to instruct small groups. The program consists of materials for pre and post-tests, a reading intervention kit, and workbooks to help with focused practice in comprehension and other reading skills.

The Accelerated Reader Program will be utilized again this year. Accelerated Reader is a self-paced, individualized computer-assisted reading program used in many public schools. Children read books and then take computerized multiple-choice tests that measure their comprehension of the books.

The ELA, Math and Science Benchmarks were developed by a district team and correlated to the SC Standards. The Anderson 5 Benchmarks were revised by the district to match schools curriculum.

The Eagle Academy begins each day at 7:30 a.m. and concludes at 7:55 a.m. Eagle Academy for small group instruction is used in grades 3K-5<sup>th</sup>. Every Monday and Tuesday the focus will be on Writing. On Wednesday and Thursday the focus will be on Math.